

3-18-1999

Service Learning in the Curriculum: A Model for Elementary Educators

Steven H. Miller
Augsburg College

Follow this and additional works at: <https://idun.augsburg.edu/etd>



Part of the [Leadership Studies Commons](#)

Recommended Citation

Miller, Steven H., "Service Learning in the Curriculum: A Model for Elementary Educators" (1999). *Theses and Graduate Projects*. 525.
<https://idun.augsburg.edu/etd/525>

This Open Access Thesis is brought to you for free and open access by Idun. It has been accepted for inclusion in Theses and Graduate Projects by an authorized administrator of Idun. For more information, please contact bloomber@augsb.org.

**Service Learning In The Curriculum
A Model For Elementary Educators (1999)**

**Steven H. Miller
Augsburg College**

**MAL
Thesis**

Thesis
Miller

MAZ
Ther3
Miller

**MASTER OF ARTS IN LEADERSHIP
AUGSBURG COLLEGE
MINNEAPOLIS, MINNESOTA**

CERTIFICATE OF APPROVAL

This is to certify that the Master's Leadership Application Project of

Steven H. Miller

has been approved by the Review Committee for the Leadership
Application Project requirement for the Master of Arts in Leadership
degree.

Date of Oral Defense: 5/18/99

Committee: Vicki L. Olson
Adviser

Merrie A. Benasutti
Reader

Deborah A. Oudew
Reader

ABSTRACT OF LEADERSHIP APPLICATION PROJECT

"Service Learning In The Curriculum A Model For Elementary Educators"

Steven H. Miller

May 23, 1999

This application project was developed to serve as an example and a guide for elementary teachers in the Hopkins Public School District on how service learning and existing curriculum can be combined to benefit and enhance student learning. The project reviews the current literature about service learning, provides information on it's history, and explains what some researchers believe are the best practices of the concept.

Included in this application project is an example of service learning that has been conducted with fifth grade students. The example describes the service performed and how the curriculum at that level was integrated with the service to allow students to use what they were learning in the classroom in a real activity which helped others in their community. It also includes examples of student work, their feelings about the service they performed and resources for teachers who choose to conduct service learning projects of their own.

Table of Contents

Chapter One: Introduction to Service Learning

Introduction	1-3
Statement of Problem	5-6
Purpose of Project	7
Significance of Study	7
Definitions of Terms	8-12

Chapter Two: Literature Review

History of Service Learning	13-15
Benefits of Service Learning	16-24
Principles of Good Practice	25-28

Chapter Three: Thoughts and Ideas to Consider

<u>With the Four Core Elements</u>	29-39
------------------------------------	-------

Chapter Four: Service Learning in Fifth Grade at Meadowbrook Elementary

Service Learning Project Conducted With Fifth Graders	40-48
---	-------

Chapter Five: Presenting and Sharing the Model

Presenting and Sharing the Model	49-57
----------------------------------	-------

Appendixes

A) Agencies & Organizations to team with for service learning	58-59
B) Web Sites for Service Learning	60
C) Book Resources for Service Learning With Children	61
D) Literature books to Enhance Service Learning, Categorized by Theme	62-72
E) Student's Reflections	73-82
F) Examples of items Developed and Used in a Fifth Grade Service Learning Project	83-96
G) Forms to Aid in the Planning of Service Learning Projects and Curriculum Integration	97-105

<u>References</u>	106-108
-------------------	---------

Chapter One

Introduction

Introduction

Picture the typical fifth grade classroom in suburban Minnesota with 26 average ten and eleven year old students. All of the regular subjects are taught here; math, reading, science, social studies, language arts, etc. The books, the teacher, the schedule, are much the same as in any other school in the mid west. However, in one particular fifth grade classroom, students seem to have more enthusiasm to read, write and learn. They are more self-motivated and driven to stay on task. They set goals and plan steps to achieve them. Their attitudes toward normal school work is more positive and upbeat.

What is different about this class and these students? They have found a more meaningful purpose for what they are learning in the classroom. These students are using the information and skills they acquire in school during hands-on projects to help others in their community. This particular class integrated service learning into the existing fifth grade curriculum to accomplish amazing personal and community goals. Through their efforts they were able to raise over \$3,000 to buy books for a new library at a local children's hospital. At the same time, they gained a greater appreciation for themselves and others.

These students discovered that learning has a purpose outside of school walls, and found out they could use their knowledge and talents to make a real difference in the lives of other people, adults as well as children. When combined with the existing curriculum, service learning can make a world of difference for students, teachers and others in their community.

At a time of growing concern over the quality and relevance of public education in America, educators and policy makers are recognizing that young people not only have much to offer their communities but can greatly improve their own education as they render needed service for their community. In well designed service learning projects, students have time to reflect on what they have learned and experienced. Their reflections often lead to new attitudes about school and academics as well as the people in their community. They gain a better understanding of what it means to be a productive, contributing member of a community, and often gain more respect from other members of the community.

Community service is a powerful tool for youth development. It transforms the young person from a passive recipient to an active provider. This results in a change in perception of youth in a community, from a cause of problems to a source of solutions. When combined with formal education, the service becomes a method of learning formally known as "service learning."

Service learning places curricular concepts in the context of real life situations and empowers students to think about, evaluate, and use these concepts in practical problem solving service to their community. Although the terms "community service" and "service learning" are often used interchangeably, they are not synonymous. Service learning differs from community service in that service learning makes a deliberate connection between service opportunities and thoughtfully-designed occasions for reflecting on the service experience. Service learning connects students with adults and their community in challenging situations which strengthens traditional academic studies.

Service learning is not a new concept. In fact, recommendations that service be a part of the school experience have reappeared in cycles throughout this century. In the last ten years, the value of service experiences for young people has been the topic of many educational articles and receives the support of school officials as well as top level policy makers.

In November of 1990, President George Bush signed into law the National Community Service Act. This act made approximately \$62 million available to be used to encourage the youth of America to serve their communities and schools. Since then, this amount has been increased every year due to the widely growing support of service learning as an educational activity that enhances student learning. This support culminated in 1993 when President Clinton signed the National and Community Service Trust Act of 1993, which provided more funding for programs, encouraging greater participation of community service by students in schools and colleges. As a result of these acts, service learning programs have been implemented as a regular part of the curriculum in schools across the nation.

The support for service learning programs is fueled by school reform and adults' concern for youth, as they face today's unique problems. According to Nathan and Kielsmeir (1991)

... adults today tend to treat them as objects, as problems, or as the recipients (not deliverers) of services.... They are treated as problems when they are feared, criticized, and made the focus of preventive and remedial programs. They are treated as recipients of services when they are viewed as creatures to be pitied, "fixed," and controlled. (p. 740)

Nathan and Kielsmeier (1991) continued and suggested that we begin to view our youth "as citizens: as resources and producers who are valued, needed, respected, and acknowledged" (p. 740). This aligns with the belief that people have a need to feel as though they belong. This feeling can often be fulfilled by contributing to society in a positive way.

Statement of Problem

Service learning is a concept that has been utilized throughout the Hopkins Public School District at all grade levels because it provides students with unique learning experiences that cannot always be taught in the classroom, and because they directly support the District's mission statement. This mission statement says:

As a caring community of learners, embracing diversity and constantly striving for excellence, the Hopkins School District declares as its mission to instill in each learner

A passion for learning

and

a commitment to reach one's potential throughout life

by

creating participatory learning experiences that are

challenging, relevant, and dynamic.

Service learning projects support this mission statement because they enhance a student's sense of care for others and their community. They can also help a student achieve success and excellence in areas the classroom does not always provide opportunity for. Well designed service projects always provide participatory learning experiences that are relevant, challenging and dynamic.

Service learning projects can, and do provide wonderful learning experiences for students, but often classroom teachers are hesitant to conduct them. Some at the elementary level feel that because the amount of material that needs to be taught, time simply doesn't allow for anything that doesn't directly tie into the required curriculum. Others claim that with new

curriculum being adopted over the past several years, time has become an even bigger issue. Thus, the pressure to teach more, and show greater student achievement, causes many teachers to forego the opportunities that service learning projects could provide their students. Some teachers in this district do attempt to implement service learning projects, but in many of these projects the connection between the experience and the curriculum is often incidental due to lack of planning and understanding as to what elements should be included in a project.

Purpose of the Project

The purpose of this Leadership Application Project is to create a model for Hopkins elementary teachers that integrates service learning with the districts' strategic plans and major parts of the existing curriculum. This model will serve as a teaching tool, a guide for teachers who choose to conduct service learning projects, and a resource for the connection of service learning to the curriculum. This model and its components will be created in such a way that it can be adapted to a variety of projects and/or situations to meet student, teacher and community needs.

Significance of the Project

The goal of this application project will be to provide elementary teachers in the Hopkins schools with a model and a resource which demonstrates how service learning and existing curriculum can be integrated to provide learning experiences which are supportive of the District's strategic plan. If successful, this model will provide a foundation on which other teachers can build future service learning experiences for their students with more frequency and greater student, teacher and community involvement for the benefit of all.

This model is adaptable to meet a variety of service learning situations, grade levels, teacher, student and community needs. It can be used as a catalyst for additional service learning, while at the same time, enhancing curriculum that is currently in place.

Definition of Terms

Service Learning- Service learning means different things to different people. Because of this, no one definition will satisfy everyone. Several definitions are presented below:

"The term service learning means a method:

- A) by which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with school and community;
- B) that is integrated into the students' academic curriculum and provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;
- C) that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- D) that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others."

(National and Community Service Act of 1990)

According to Timothy Stanton in his article *Service Learning: Groping Toward a Definition*,

"Service learning appears to be an approach to experiential learning, an expression of values - service to others, which determines the purpose, nature, and process of social and educational exchange between learners (students) and the people they serve, and between experiential education programs and the community organizations with which they work." (Internships and Experiential Education, 1990)

The Alliance for Service Learning in Educational Reform defines service learning as; "A method by which young people learn and develop through active participation in thoughtfully organized service experiences....

- That meet actual community needs.
- That are coordinated in collaboration with the school and ...community.
- That are integrated into each young person's academic curriculum.
- That provide the structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity.
- That provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities.
- That help to foster the development of a sense of caring for others." (The Alliance for Service Learning in Educational Reform 1993)

The Research Agenda for Combining Service Learning and Learning in the 1990's defines service learning as; "Being both a program type and a philosophy of education. As a program type, service learning includes myriad ways that students can perform meaningful service to their communities and to society while engaging in some form of reflection or study that is related to the service. As a philosophy of education, service learning reflects the belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some meaningful way." (Giles, Honnet, Migliore, 1991)

And finally, A Delphi Study by Robert Shumer sought consensus on a definition of service learning. The Executive Summary states; "while there is consensus on some aspects of service learning, for the most part there is still disagreement on the details." A brief summary of the Delphi study's findings are as follows:

- There is consensus that service learning can be envisioned through forms, or types, and that these forms are best understood through specific examples.
- There is general agreement that service learning occurs in two general categories: school-based and community-based.
- ...twenty-nine different dichotomous variables ('continua') were named ... which further describe purposes, goals, processes, and settings of service learning. All these types and models provide a framework for conceptualizing service learning in its various configurations; yet none of them are fixed or exact in meaning or description.
- As powerful and as exciting as any educational innovation and practice, ... service learning is

still very much an amorphous concept which continues to resist rigid definitions and universal understanding. (Shumer, 1993)

Volunteerism - the word volunteerism simply means choosing to perform service to others without pay.

Community - for the sake of service learning, the definition of community should be as broad as possible in order to increase the options of projects to choose from. One definition of community is "a capacity for relatedness within individuals - relatedness not only to people but to events in history, to nature, to the world of ideas and to things of the spirit (Parker Palmer, teacher and writer about public life, Critical issues in K-12 Service Learning)

The Randomhouse Dictionary defines community as "A social group of any size whose members reside in a specific locality, share government, and have a common cultural and historical heritage. Social, religious, occupational and ecological groups sharing common characteristics or interests."

Community Service -

work that benefits the community. It may include aspects of service learning, though often not to the full potential. Community service also encompasses court ordered or alternative sentencing programs.

Reflection- is the process of looking back on the implications of actions taken, both positive and negative, determining what has been gained, lost, or achieved, and connecting these conclusions to future actions and larger societal contexts.

Chapter Two

Literature Review

Literature Review

The History of Service Learning

Service learning is not a new concept. Depending on the source, it seems to have been around in one form or another for over 100 years. According to the authors of Service Learning, A Movement's Pioneers Reflect On Its Origins, Practice, and Future, (Stanton, et al 1999) "the concept, if not the label, has an impressive pedigree that includes the university-based extension programs of the 1860s land grant movement, John Dewey's philosophical pragmatism during the early decades of this century, and the campus and community based organizing initiatives in the 1960s civil rights movement." (p. xii)

According to the authors of The Role of Service Learning in Educational Reform, (Bhaerman, et al, 1998) the roots of service learning can be traced back to the depression years when President Roosevelt created the Civilian Conservation Corps through which thousands of unemployed young people found work as well as a sense of well being. President John Kennedy continues the movement in the Peace Corps and Volunteers in Service to America (VISTA).

More recently, within the past two decades, service learning has gained in support and in the numbers of programs and participants across the country. Legislators supported the idea of youth service by establishing the National Student Volunteer Program in the early 1970s. As a division of VISTA, that encouraged school based service by means of conferences, workshops, a quarterly journal, and a small grant program. This program was later incorporated into what is now known as Americore/Vista, and is still functioning today.

Conrad and Hedin, (1989), traced service learning in educational literature. According to them, recommendations for service to be a part of schooling have appeared in recurring cycles since the early 1900s as well as in recent educational reform proposals. They looked back at the relevancy of John Dewey's ideas of "associated living" in 1902 about how learning takes place, at William Kilpatrick's (1918) unit method in which learning occurs in settings both inside and outside of the school, at George Count's (1932) belief that schools should include the values of social democracy, and at the mid-1950's Citizenship Education Project at Columbia University's Teachers College that stressed community participation and learning.

Over the years, many people have devoted time and effort to further the concept known as service learning. Often these "pioneers" had no road map to follow as they developed programs and ultimately, the concept of service learning. As these "pioneers" made their way into the work world, their developing interests in student empowerment, experiential learning, educational reform, and social justice became common bonds and foundations of what would become known as the service learning field.

Little in the way of gains was made during the 1950s and 1960s, but with the 1970s came a host of state and national reports on educational reform. However, it wasn't until the publication of *A Nation at Risk* (National Commission on Excellence in Education, 1993) that broad reform really got it's start, and by then the pendulum had swung away from the "progressive" aspects of the 1970s reports and returned to a focus on the basics.

According to Kraft, in his article "Service Learning: An Introduction to its Theory, Practice and Effects, (1996 p.133), in spite of the emphasis on basics in many of the documents in the 1980s, there still were a number of commissions and influential individuals calling for community service in one form or another. Among these individuals were J. Goodlad (1984) in his article A Place Called School, and C. Harrison (1987) in his article Student service: The New Carnegie Unit.

Through legislative efforts, grants and policies have been established which have been a catalyst to further service learning development. In November of 1990, President George Bush signed into law the National Community Service Act. This act made approximately \$62 million available to be used to encourage the youth of America to serve their communities and schools. Since then, this amount has been increased every year due to the widely growing support of service learning as an educational activity that enhances student learning. This support culminated in 1993 when President Clinton signed the National and Community Service Trust Act of 1993, which provided more funding for programs, encouraging greater participation of community service by students in schools and colleges. These funds continue to be available through three program areas: Americore, Learn and Serve America, and Seniorcore. Schools can obtain grant money to fund service learning programs by applying for it through their local state government under the program name, "Learn and Serve America.

Viewed in this context, the current movement is best understood not as a revolution in educational practice, but as a phase in the evolution of a more general aspiration to bring theory and practice, schools and communities thought and action closer together.

The benefits of service learning

Overview

Senator Kennedy (1991) stated that "in quieter times" Americans always served their communities by helping neighbors in need and strangers in trouble. But who needs to be reminded that American citizens in the 1990s, and approaching the millennium, are living through anything but "quieter times"? More often than not, the neighbors in need are our own.

There are reasons and benefits for including service learning in our schools. Society faces an assortment of problems; a youth culture that has few connections to civic life, feelings among youth of having little or no vital place in society, deteriorating communities, and an increased pessimism about the future. Youth are often seen as passive observers rather than active participants in community life.

According to Shaffer, (1993) youth see themselves as being increasingly alienated from adults and their community. They suffer from boredom, the lack of family structure, deep poverty, easy access to alcohol and drugs, the proliferation of weapons, and intense pressure to be sexually active. In a society that generally values one's importance by one's job, many adolescents are seen as non-contributing members of society.

But many see hope. They see service learning as a powerful tool that could transform young people from passive recipients to active providers and, in doing so, change the perception of youth from a cause of problems to a source of solutions.

In reviewing the literature on service learning, several common themes emerge. Educators and researchers are concerned about academic performance, social and psychological performance, and providing an opportunity for students to share their thoughts about their service learning experience. There is wide-spread disagreement on the exact benefits of service learning. Despite years of research, there is little scientific evidence to prove that service learning does make a difference in academic achievement. Although there are numerous research studies, benefits of service learning have not been clearly identified. Many of the studies have been conducted by advocates and/or staff, which may lead to the potential problem of evaluator bias.

Conrad and Hedin (1989) emphasize that there are other factors contributing to the lack of finding concrete benefits in service learning as well. First, not only is the independent variable, service, difficult to define, but each activity has a wide range of possible outcomes, many of which are hard to assess. Secondly, many of the hypothesized outcomes involve personal characteristics that are very complex, subject to many influences. They are not likely to be changed in the short run, and not likely to be measured accurately through conventional paper and pencil tests. Finally, many of the service learning activities are relatively brief and often isolated departures from classroom study, thus preventing evaluators from assessing the cumulative effects of a variety of activities over a period of time.

Likewise, Kraft (1996) reported, "Perhaps the most difficult arena has been in the area of intellectual, cognitive, and academic efforts. It has been difficult to design tight experiments to isolate the effects of service on specific academic achievements" (p. 143).

According to an article in "Generator", a journal of service learning and service leadership, written by Peter Scales and Dale Blyth (1997), "The overall impression one gains from reviewing the research is that service learning programs of various kinds can have significant positive effects. Whether we observe the effects depends on many factors. These factors range from the quality of the program, the nature of the service activity, the characteristics of the students involved and perhaps most importantly, the nature of the personal experience students derive from what they do in their service and in their reflection on that service." (p.7)

Scales and Blyth believe that the reason the benefits and positive outcomes of service learning are not more clear is because much of the previous research on service learning has not met high quality research standards. Much of the research lacked control groups, the sample sizes were too small, the measures used contained questionable reliability and validity, and few attempts have tried to determine whether individual programs studied actually met accepted standards for good service learning practice. Furthermore, most of the studies focused on high school and college students and therefore, less is known about the effects of service learning on middle and elementary students.

However, while research on service learning and its benefits has been difficult and criticized, new studies continue to take place. The research that has been done has found that there are some common benefits associated with service learning in spite of a wide variety of programs and experiences.

One universal necessity advocated by the proponents of service learning is the "reflective component." Whether through a seminar or through journaling, the time to reflect on the service learning experience was touted as very valuable and made a definite difference in the benefits of the program. Shumer's Delphi Study (1993).

Academic Benefits

The quantitative research by Conrad and Hedin showed an increase, although modest, among high school students in mathematics and reading performance, especially with students doing peer tutoring. They explained that other types of service learning resulted in increased performance in areas such as problem solving, critical thinking, and open-mindedness. Conrad and Hedin (1991) Similarly, Checkoway found that hands-on learning, through service learning activities, was beneficial because it provided active participation in problem solving and planning. Checkoway (1996)

Other authors expound on the benefits of service learning for teaching and reinforcing basic skills. Kinsley (1993) stated, "Service experiences could be used to teach basic skills and apply research, as well as help students develop social and personal skills and understand the concept of community" (p.53). In the same report, Kinsley also said, "Students' experiences enhanced their understanding of basic skills and helped them apply content information" (p. 56)

Peter Scales from the search institute reports, "The positive effects on social development and citizenship have been shown in many studies. Interest recently has heightened, though, thanks to the belief that service combined with academic study can have a positive impact on student achievement as well.

This combination of service and academics is known as service learning. Because young people learn from what they experience and not just what a teacher tells them, service learning is often considered a more authentic form of instruction than typical classroom-bound education. However, research shows that service learning makes little difference in academic achievement. (p.2)

Social/Emotional Benefits

Conrad and Hedin explain however, the effects of service learning on academics was minimal compared to it's effects on social and psychological development. They reported that students participating in service learning programs gained in "social and personal responsibility," and they "developed more favorable attitudes toward adults and also toward types of organizations and people with whom they were involved" (p.747). They also reported gains in self-esteem, morale, and ego development. Conrad and Hedin (1991).

Checkoway's students (1996) listed several similar benefits of service learning: "attitude development, values clarification, and greater awareness of problems in society" (p. 604). Checkoway focused on the future when he described the benefits of service learning. He believed that students develop skills that "contribute to lifelong social responsibility and civic values." He backed this belief with his observations of his workshop students who "demonstrate higher levels of community participation in later life than do students who study community in the classroom." (p. 605)

After their review of the research on service learning and focusing on the studies that seemed to meet high quality research standards, Scales and Blyth believe that service learning does have positive effects in the

areas of intellectual, academic and social development. They surmised that service learning works because it promotes "developmentally responsive autonomy, a sense in students of their value and competence, a sense that one is contributing to something larger than oneself, and connectedness to others between school and the rest of the community and the subject matter students are studying and the real world in which they live." (Scales & Blyth, 1997 p.6)

More recently, Scales was involved in a study with the Search Institute over the course of one year to explore how service learning might be related to both social and academic success. Scales summarized the study's findings in the January 1999 issue of the Search Institutes newsletter, "Source."

The Search Institute, in partnership with the National Youth Leadership Council, conducted their study with three middle schools from Kentucky, Massachusetts and Missouri, who were selected after a national search for good sample programs. This study had several key features that distinguish it from most previous research:

- * It had a relatively large sample (more than 1,000 6th to 8th graders);
- * It involved a group that experienced service learning and a control group that did not;
- * These schools had service learning programs that were better than average;
- * The research measures were of documented quality; and
- * It involved specific analysis that led to confidence that differences in the two groups were due to service learning rather than preexisting conditions. (Scales, 1999)

The findings of the study noted that "At best students maintained, and at worst, lost more ground than they gained in a number of areas. In general, the students ended the year less engaged with school, taking less personal responsibility, and doing fewer things to ensure their success in school and life. However, many of the non service learning students showed a decrease in how much they cared about the welfare of others, where as those students who were involved in a service learning program maintained their level of concern for the welfare of others." (Scales, 1999) The Search Institute has found through research that a drop in caring for others is typical during adolescence, especially across the middle school years.

The Search Institute's study found another bright spot for those students involved in service learning. These students maintained a high level of communication with their parents about school, while other students reduced significantly the amount of time spent talking with parents about school. Most students reported high levels of communication with parents at the beginning of the school year, but that talking became much less frequent by the middle or end of the year. The students in the Search Institute's study, especially the females, seemed to maintain communication with their parents, which strengthened a relationship repeatedly shown to contribute to academic success. Thus, a positive result of service learning was maintaining a concern and a sense of caring for others.

The Institute surmises that the positive impacts of service learning in their study were not more significant because of the limited time that the students in those programs spent actually engaged in the service learning program. Research previous to their study suggests that at least 20 to 30 hours of service

are needed throughout the course of a program to realize the positive effects of service learning. The students in their study were only involved for about 10 hours of actual service. In addition, limited reflection time seems to limit the positive impact of service learning for students involved in the Search Institute's study. When the Search Institute asked their sample how much time they spent writing or talking about their experiences during the service, only about 14 percent said they had done this a lot. About half said they had done this a little or not at all.

When the Search Institute's study compared their control group to students who were involved in high quality, well-run service learning programs, they found that the students involved in the service learning fared better than their peers involved in lesser quality programs and those with no service experience at all. They found that the best service learning experiences included plenty of service and a substantial amount of time for students to reflect through writing and discussion with peers, teachers, parents, community members and others. "Compared with all of the other students, those with 31 or more hours of service learning showed the following characteristics:

- * Significantly improved sense of being able to make a difference for others; and
- * Increased concern for getting good grades.

Similarly, students who spent a considerable amount of time on reflection showed:

- * Significantly improved sense of duty to help others;
- * Significantly improved sense of being able to make a difference for others

- * Less decline than other students in their commitment to completing schoolwork
- * Continued belief that school provides developmental opportunities (others showed a decline in this belief); and
- * Increased pursuit of learning for its own sake, not just for good grades." (Scales, Search Institute's Source, 1999)

Scales concludes that well-designed service learning programs may help young adolescents maintain, or increase, their concern for others, their academic success by stimulating their interest in learning, their commitment to pursuing good grades, and their communication with parents about school. He adds that service learning may also minimize a decline in a student's positive perceptions about school. Scales says that the key to these positive effects requires more than what most service learning programs offer. He suggests that integrating service learning across the curriculum, thus making it part of the total school environment, is one strategy. Scale also suggests that sufficient time needs to be devoted to reflection.

Scales conclusion is that service learning can be an important component in a healthy, and vibrant leaning environment.

While the research on the benefits of service learning is not conclusive, it does indicate that there are strong, positive outcomes for students involved in well designed programs.

**Principles of Good Practice For combining
Service and Learning**

The National Society for Internships and Experiential Education conducted consultations with more than 70 organizations interested in service and learning, and from those consultations developed the following statement concerning the essential components of good practice:

1. *An effective program engages people in responsible and challenging actions for the common good.*
2. *An effective program provides structured opportunities for people to reflect critically on their service experience.*
3. *An effective program articulates clear service and learning goals for everyone involved.*
4. *An effective program allows for those with needs to define those needs.*
5. *An effective program clarifies the responsibilities of each person and organization involved.*
6. *An effective program matches service providers and service needs through a process that recognizes changing circumstances.*
7. *An effective program expects genuine, active, and sustained organizational commitment.*
8. *An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.*

9. An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
10. An effective program is committed to program participation by and with diverse populations.
(Honnet and Poulsen, 1989)

In Growing Hope, Carin and Kielsmeier (1991) piggy back on these 10 principles, but summarizes the list to three core elements:

1. Orientation and training - which includes:
 - * responsibilities / how to perform the actual service work
 - * information on the individuals to be served
 - * information about social / contextual issues related to the service
 - * information about the service site (agency/school purpose, functions)
 - * problem-solving around difficult situations that may arise
 - * group-building among participants
2. Meaningful Service - which should address these questions:
 - * Are programs designed around real community needs?
 - * Are the students/young people and the school/agency placement contact people significantly involved in defining and designing the service experiment?
 - * Is the service engaging, challenging and meaningful for the student?
 - * Do the school/agency contact people work effectively with students?

3. Structured Reflection - for the following reasons:

- * To serve as a "reality check" and guard against reinforcing inaccurate perceptions/biases
- * To aid in problem solving with regard to specific situations, issues, etc.
- * To continue ongoing education about general issues related to the service such as family, socioeconomic, cross-cultural, developmental issues in cross-age mentoring programs
- * To help with values clarification as students confront new situations
- * For purposes of integration of service and related learning with the rest of one's life
- * For purposes of community building among participants

Structured reflection should be accomplished through:

- * experiential exercises
- * reading and writing
- * discussion
- * lecture and presentation

Scales (1999) suggests that well designed service learning programs should include components that form the acronym "PARR." These components include:

- Preparation: Introducing young people to the issues or topics that will be addressed through the program, selecting appropriate projects, and providing needed background information and training.
- Action: Helping others or the community through direct or indirect service.
- Reflection: Looking back on the experience, raising and addressing related questions, exploring other possibilities and opportunities for making a difference, and assessing the project or program itself.
- Recognition: Honoring what was done, celebrating your accomplishments, and making plans and commitments for future action (p.2)

While not listed as a core element in Growing Hope, or by The National Society for Internships and Experiential Education, recognition of the participants is an important piece of a quality program. It brings a project to a close, and it focuses on the success of the project, leaving the participants with a positive perception of themselves, the things they learned, and the work they've done.

Chapter Three

*Thoughts, and Ideas to Consider
With the Four Core Elements*

After reviewing the literature concerning service learning, this writer has developed a model for elementary teachers which will enable them to combine existing curriculum and the elements of best practices of service learning.

Through this writer's experiences, there are some further thoughts and ideas to consider for each of the four core elements of the "PARR" model which will further ensure successful service learning projects.

1. Preparation - Orientation and training

Before the actual student orientation and training can take place, there a number of preparations and plans that need to be accomplished.

They include:

- A) *Finding meaningful service which meets real community needs.*
- B) *Determining what actions students can perform that would best address the community needs that have been identified.*
- C) *Deciding which curricular areas can best be integrated with, and enhanced by the service to be performed.*
- D) *Determining the time frame of the project from the starting date to the culminating celebration.*
- E) *Discussing and clearing the plans with the school's administration.*

A) Finding a meaningful service project -

There are many things to consider when choosing and designing a service learning project, but the most important factor to keep in mind is that the service the students perform must meet a real need. The students must be able to understand the need they will be addressing and how their efforts can make a difference.

The first step in finding a cause is to look around the classroom, school, and community. Look for the resources that are available. Consider the students, families, school staff, neighbors, local agencies etc. Find ways to discover the talents and resources that are available to help make any chosen project a successful one. The students can be a major part of this discovery process.

They can be assigned to discuss or interview their parents, guardians or neighbors to find out what local resources are available, what they see as the most crucial needs in their community and to recruit potential volunteers. At the same time, such efforts can build positive relationships between the school, the teacher, the students, and the community. Often by gathering such information, and by simply putting out the word that the class is in the process of designing a service learning project, numerous opportunities will present themselves.

This process can initially be somewhat time-consuming. However, once this work has been completed, a working relationship may develop with an organization or cause which has ongoing needs. Although it is important that each project be unique for the students involved, it is possible to address some needs many times over the course of several years with different classes of students. Once a successful project has been designed

and a relationship has been established with a group of people or an organization, much of the initial ground work will not need to be duplicated.

The service learning project possibilities are endless. The more broad the definition of community that is accepted, the more opportunities that will become available. Appendix A lists some organizations which have on-going needs that can be effectively met through service learning projects.

B) Determining what actions students can perform to address the identified needs-

The actual service that the students are able to perform depends on the age of the students, the resources available to them and the time available to perform the service. However, it is important to recognize the creativity and problem-solving capabilities of students. Students can achieve remarkable things when provided with the right opportunities. Limiting their opportunities to serve others can be a mistake. The service they perform must be engaging, challenging and meaningful, while at the same time safe and doable.

The types of service students can be involved in are as varied as the types of needs in a community. Students can be involved in anything from fund raising activities to benefit a local organization, to being involved in cleaning up and beautifying a park. They can tutor or mentor younger students in their school, visit and become a friend with someone at a local nursing home. They can conduct food drives for a local food shelf and then help that organization sort and distribute the food. Appendix A lists several books that describe more service ideas for youth. The possibilities are endless.

C) Deciding which curricular areas can be integrated and enhanced by the service to be done-

The curricular areas that can be integrated and enhanced with the service experience will depend on the project itself and the organization being served. For example, if the organization being served deals with helping people with illnesses or disabilities, possibly the health and science curriculum could be integrated and enhanced. The Great Body Shop curriculum used by the elementary schools in Hopkins contains many topics which have natural connections to a multitude of health issues that people being served may be facing.

Both reading and language arts are a natural fit for any project. The students can read materials to learn more about the people or organization they are serving and how to better serve them. Depending on the people the students are serving, it might be appropriate for the students to read to the ones being served.

In Hopkins, the reading series at each grade level contains a variety of topics and themes which may connect to a wide host of service learning projects. For example, at fifth grade, one unit called "Older But Wiser", deals with the elderly. This topic would be a perfect fit with a project dealing with the elderly in a nursing home. Another unit "You Are What You Eat", is centered around the importance of healthy nutrition. If integrated with a project designed to benefit a food shelf and the people who require it's services, students would gain greater insight into the types of foods that are most important to remain healthy, and would be able to use the knowledge they gain in a real situation.

Other units in the curriculum deal with first aid, living with, and overcoming disabilities, and helping others. When the reading program is connected to a service learning project, students tend to not only be more interested in the regular curriculum, they are often more eager and more motivated to finding and reading other related materials as well.

Because reflection about the service experience is one of the most important elements for student success in a project, writing becomes a natural and essential area of integration. Students can, and should, journal about their experience on a regular basis. They can also write letters to people for a variety of purposes, such as requesting information, thanking volunteers who have helped them with their cause, or as a way of communicating with those they are serving. Students can plan and make presentations, write reports and much more.

Many other curricular areas can easily be integrated and enhanced with service learning projects as well. Social studies, technology and math can all have practical applications in a service learning project. In most cases it doesn't take much more time to figure out how to integrate areas of the curriculum with a service learning project than it normally would to plan the curriculum lessons without integrating. However, with the connection to a project, students have the chance to gain so much more understanding and pleasure from the what they are learning than they would without the material being tied to a service learning project.

D) Determine the timeframe and the length of the service project-

An effective service project should have a defined starting and ending date. It is important that the service not be dragged on too long, or the students may lose sight of the purpose of the project and thus their motivation. The time frame can vary depending on the project and the frequency at which the service is being performed.

An effective project may run for a week, a month or for an entire trimester or quarter. It is important that the time frame allows the students to get fully trained and immersed in the project and yet is short enough that they can remain motivated and focused on their purpose. With a limited project length, students can better synthesize and learn from their reflections about the services they rendered.

E) Discuss and clear the plans with the school's administration-

The support of the administration in the school is an important element in a successful project. If the administration is fully informed about the service learning project and its integration with the curriculum, many issues, concerns and problems can be avoided or resolved. The support, or lack of support, of the administration can make or break a well planned service learning project and opportunities to conduct future projects as well. The administration can be an advocate with parents and the community which will benefit all parties involved in the project.

Once a need in the community has been determined and the individual or organization has been contacted to outline the type of service that the students will be providing, the next step is to provide information to and train the students. When providing the information to the students and training them to do the actual service, there are four things to consider:

- A) *Defining for them what service learning is, and its purpose.*
- B) *Describing for them those who they will be serving and the needs they will be addressing.*
- C) *Defining for them what goal setting is and how it will be important in the success of the project.*
- D) *Making other informational materials. such as literature available to them.*

A) Defining for them what service learning is, and its purpose.

Although service learning has several possible definitions, students should gain an understanding of what the concept is and why they should become a participant. One or more of the definitions mentioned earlier in this project could be used to help students grasp the concept of service learning.

B) Describe the need of the individuals or organization.

The service must be real and meaningful to all participants. It is important when describing the project, that students understand the needs and begin to develop a personal commitment to the cause. Often, people associated with the organization or cause are willing to meet face to face with students. They are

able to provide first-hand information about their organization's needs, and how the students can make a difference in addressing those needs. These representatives can inform the students what their responsibilities are in performing the actual service, and they can clearly describe the individuals who will be served. They can tell the students about any issues that may be related to the service They will prepare them for any new or unexpected experiences such as, the working environment and any special needs or concerns of the people they will be serving.

As the students learn about the project, they may have questions or concerns which can be addressed during orientation and training. These representatives can be an important first link in developing collaboration among participants involved in the project.

C) Defining for them what goal setting is and how it will be important in the success of the project.

Depending on the project selected and the type of service students will be performing, student goal setting may play an important role in the success of the project and can be introduced as part of the project's training. For example, if the students are involved in fund raising, students can set individual as well as class goals. This provides an excellent opportunity to teach students what goal setting is, why it is important, the steps in goal setting, and how to plan action steps to achieve their goals.

D) Making other informational materials such as literature available to them.

Integrating literature that supports service into the training phase of the project can help develop questions, allow students to think at higher levels and generate discussions, while at the same time providing some answers.

There are hundreds of books centered around various themes of people helping others in their community. Appendix B is a list of books categorized by themes which relate to service learning. These books can help young students better understand some of the complex social issues that currently plague their community.

The books are presented in the following categories: Homelessness and Hunger, Environment and Animals in Danger, The Elderly, Literacy, Immigration, Education and Awareness about AIDS, Community Safety and Other Important Issues, including Diversity, and Social Action. Each category may include picture books, novels, and non-fiction resource books. Picture books in particular can be very powerful tools, and are for readers of all ages. The language and art work convey messages that transcend age. These books can be another tool in setting the stage for the students to develop the desire to want to make a difference in their community.

This training may continue throughout the project. As the students read more, learn more and reflect about their experiences, they may have more questions, need further clarification, or require more understanding of some aspect of the project. They may also need some guidance in evaluating and adjusting the goals or action steps they have set.

2. Action - *Providing Meaningful Service*

Creating meaningful service actually begins before the orientation and training phase, in the preparation and planning stage. If each of the five points in the preparation and planning stage of a project have been completed, a solid foundation for the students to experience meaningful service will exist. Once the students have been trained and have set a course of action, service can begin. Although some of the curriculum integration may occur during the orientation and training step, most of the material that is connected to the service project will be presented in the service phase of the project.

3. Reflection -

In most research conducted, one of the most important keys to achieving student success found in service learning was providing adequate, structured reflection. This structured reflection can be accomplished through letter writing, entries in a journal, small group or whole group discussions, or a combination of them all.

Throughout the project it is important that the students reflect and have the opportunity to "check in with," and share their experiences with the teacher and their peers on a regular basis. This can be done in a variety of ways, but it is critical that it be done. Students will learn, and retain a great deal from hearing about the experiences of their peers, even if they are performing the same services. Each student will have a unique perspective about the service, and as they share their thoughts, feelings, and experiences, they may help others gain a greater appreciation for their own experiences.

It is also helpful to periodically update the progress of the class towards their goals. This can be a motivating factor and inspire students as the project proceeds. If it becomes apparent that the goals that have been set cannot be reached, the goals can be adjusted mid-stream or an adjustment in the action steps can take place, which may make the goals attainable. This can help prevent students from getting discouraged and giving up on the entire project.

4. Recognition - *Through Celebration*

At the end of a project, all participants should be recognized and their accomplishments should be celebrated. This recognition and celebration can be conducted in almost any form that fits the participants and the situation. It could be as simple as certificates for the participants involved, or as elaborate as a formal party and dedication ceremony. A celebration can be a time when all parties involved get together and "celebrate" the fact that each student has contributed towards, and made a difference in their community.

Recognition for the students can be in the form of a certificate, a written or verbal thank you, or by being individually recognized in front of an audience of peers, parents, and/or members of the community. The celebration may be the format in which the students present the money they raised or achievements they have accomplished to the individuals or organization they were serving. In any event, the celebration is an excellent way of bringing closure to a successful service learning project.

Chapter Four

*Service Learning in Fifth Grade
at Meadowbrook Elementary*

Service Learning Project Conducted with Fifth Graders

Introduction

This specific project was actually conducted for two years with different classes of fifth graders. The project involved students in a fund raising activity to benefit local organizations in the Twin Cities. The first year students worked to help purchase new books for the children's library at the Shriners Hospital of Minneapolis. The second year, a different group of students were involved in the same type of project to benefit a new school recently established in The Ronald McDonald House of the Twin Cities. Both projects resulted in remarkable student achievements.

In these service learning projects, students obtained pledges from families and friends in the school community for their participation in a ten week read-a-thon. The pledges were based on each book a student read. The books they read were from a list created from the literature that is currently being used by teachers to enhance the reading curriculum at grades 4 - 6. At the end of the ten week period, the students used the money raised to purchase new books and supplies which were donated to the Shriners Hospital and the Ronald McDonald House. These projects integrated four areas of the curriculum, technology, reading, health, and goal setting.

The results were amazing. Every student involved in the projects increased the amount of time they spent reading on a daily basis. According to both the students and their parents, students averaged between two and three hours of reading per day during the project. For some students, this was a dramatic change from their normal reading habits. Some parents reported that before the

project, their student read for about one hour per week! In two cases, two students read 45 chapter books from the literature collection in the ten weeks the project was conducted. Although a formal questionnaire was not distributed, many parents informally reported that their student continued to read more after the project ended than they had before the event started. The project alone seemed to be a fantastic motivator for students of all reading abilities.

Preparation

In the preparation and training phase of the project, the organizations were chosen and contacted based on their needs, and for the fact that their services are provided for children, with which the fifth grade students could identify. Providing the opportunity for students to perform service that would benefit other kids was intended to generate a sense of connectedness and increase their motivation to perform, which in the end, proved to be the result.

Next, decisions about which parts of the curriculum could best be integrated with the service to be performed was made, and lessons were planned. Then the project was explained to, and cleared with the school's administrator.

After that, the time frame for the project was figured out and put on the calendar. A letter describing what service learning is, the activity that the students would be involved in and it's intent, was then written and distributed to students, parents and the school community.

Then it was time to inform and the students about the service learning project they were going to perform.

Although the students were encouraged to participate, this project was not mandatory. They were told about the types of books they should read, (ie: chapter books, or informational books with approximately 100 pages) and about how they could obtain pledges from the people they knew. The students were encouraged to discuss the project with their parents, and follow any guidelines their parents might have had with regards to obtaining pledges. In every case, parents were supportive of the project's goals and purpose. In some cases, parents helped their child obtain pledges by contact other adults at their places of employment.

After describing all aspects of the project to the students, a volunteer coordinator from the organization came to the classroom to present the them with background information on the organization itself, the patients or residents for which it provides services. This coordinator also described the impact that the student's efforts would have on the people the organization serves. The volunteer set the stage and provided purpose and meaning for the project. In both cases, the volunteer from each organization brought something visual to share with the students, which intrigued the students. The representative from the Schriners Hospital brought actual prosthetic limbs to show students what they looked like and how they worked. For many students, this was an experience that was quite powerful and meaningful.

Both volunteers were very cooperative, extremely well informed about their organization, and worked wonderfully with the students. They answered all of the student's questions, and really solidified the purpose of the project. In the days following the volunteers presentation, the action phase of the project began.

Action

In the action phase of the project, students obtained pledges and started reading books. It was also during this phase that the curriculum was integrated with the service the students were performing.

The integration of the curriculum with these service learning projects was quite easy. Because of the elements embedded in the curriculum, and the nature of the project, there was a natural fit. The time taken to plan the lessons and blend the two entities together, was minimal. The outcome was that there were both expected benefits as well as some delightfully unexpected benefits. The enthusiasm and motivation of the students was remarkable.

To begin, students were introduced to the concept of goal setting. A discussion took place as to what a goal is, why it is important to set a goal, and how action steps must be planned out to help them achieve the goals they set. With teacher guidance, the students then set personal and class goals for the number of pledges for which they would like to strive to obtain, and the total number of books they would try to read during the project. As a class, students and the teacher monitored and discussed the progress of the goals during the course of the project. In some cases, students altered their action steps along the way to help them achieve the goals they set. Some students found that they had set their goals too low and needed to re-evaluate them. Overall, each student experienced some level of success with regard to the goals they set.

The next area of integration was writing. From the start of the project, students kept a reflective journal and later wrote letters to their sponsors. This letter

writing activity was a natural fit for one of the state's new performance packages on writing. The package requires students to write a formal letter to request or provide information to someone. Over the course of several lessons, students learned about the parts and format of a business letter. They were then guided in writing a letter to their sponsors. In the letter they provided more information about the organization that would benefit from their efforts, and formally thanked their sponsors for their involvement. The students then revised and edited their letters, word processed them, personalized them for each of their sponsors and sent a copy of the letter to the sponsors.

With regard to technology, students were introduced to, and used, databases to keep records of the books they read as well as the names and addresses of the people who sponsored them. Although the initial database was set up for the students, they entered the data and arranged it in a variety of ways, to organize themselves throughout the project. Students were also introduced to and used a spreadsheet as a systematic way of keeping an accurate running account balance of the money they were raised throughout the project.

As part of the technology integration, other uses for databases and spreadsheets were discussed. Several students brought in and shared examples of each that their parents use at work or at home. These examples demonstrated to students real situations in which their new knowledge might be useful outside of the school walls.

At the end of the project, student were given a short test to assess their understanding of the technology tools they had utilized. Again, student achievement was amazing. Not only were they able to write about and

verbalize what a database and spreadsheet are and how they can be used, they could also demonstrate and teach their skill to others.

The health curriculum, The Great Body Shop , was integrated into the service learning project through the use of the unit "Bones and Muscles". This unit provided students with a more in-depth understanding of how the human body is built, the functions of bones and muscles, and some of the health issues the patients at Shriners Hospital, and residents of the Ronald McDonald House are live with. The curriculum was supplemented and combined with information provided by each organization's volunteer coordinator, educational videos about bones and muscles, and guest speakers from the health field. It was apparent through discussions, assignments and journal entries, that students were more engaged and genuinely interested in the material being presented than were students from past years not involved in a service learning project. Comments from guest speakers in the health profession about the types of questions students were asking and their level of enthusiasm were extremely positive. Overall, it seemed, because of the student's involvement in helping children with health related problems, their level of curiosity and desire to know more was significantly increased. This turned out to be a wonderful and enjoyable benefit in teaching the required curriculum.

The integration of the reading curriculum was accomplished in two ways. First of all, through the project itself, the read-a-thon. Students were reading chapter books most of which were naturally embedded in the curriculum in grades 4 - 6. Secondly, the reading program was integrated by using a cluster from the required Heath Reading series. The cluster called "Winners All" was the main focus during the project.

This cluster deals with people who have disabilities, the adversities they face in their lives, and the accomplishments they have achieved. Students also kept track of the amount of time they spent reading during the ten weeks, and as mentioned previously, in every case, each student drastically increased the time and number of books they read. The reading curriculum was also enhanced with videos, guest speakers from the community who have disabilities, and discussions about what students have seen, read, and heard during their experiences. Students learned a great deal about the struggles disabled people face in their lives and their difficulties with acceptance by others.

At the end of the ten week project, students went out to collect pledges they had earned. When all pledges were in, the total amount of money collected was overwhelming. In the first project, \$3,511.00 was collected and the second time the project was conducted, the students collected \$3,200.00.

Once the money was in hand, the students generated a list of their favorite books that they had read from kindergarten to the present. This list was to help guide the purchase of the books that would be donated. With the assistance of parents and school personnel, the students who read the most books, and the ones who earned the most money through their pledges, took a trip to the Bookman warehouse in Minneapolis to buy the books. Once purchased, the books were brought back to the classroom for all of the students to see. The students were thrilled to see all of the books, and in many cases, ones that they considered to be their favorites. Their excitement of being able to provide others with literature, was indescribable. It was an experience that will be remembered by the students for years to come.

Reflection

Although reflection is a separate phase in the list of Principals of Good Practice for Combining Service and Learning, the reflection piece was, and should be, embedded within the action phase of the service learning projects.

Throughout the action phase of the project, students were involved in reflection, both formally and informally, about the things they were learning, reading and experiencing. There were group discussions, the daily journal entries, and question and answer sessions. The students were given time to reflect in one form or another on a daily basis.

As the service project came to an end, both students and teacher assessed the success of the experiences through whole group discussions and a written letter. These discussions and the letter included thoughts about progress toward goals, the knowledge gained in all areas, and feelings and attitudes toward the people and organizations the students came in contact with, as well as how they feel about themselves and the work they had done. These types of reflection activities were an excellent way of debriefing the students, and brought closure to the formal part of the project. Samples of their writings are in appendix E.

Through their reflections, it was found that the students felt that service learning was a positive tool that appeared to make a difference in the lives of everyone involved!

Celebration

The final phase of the project was the celebration. Each class held a donating party in which invitations were extended to everyone who had made a pledge, to school and district administrators, and personnel from the benefiting organizations.

During the celebration, students shared their experiences, thanked their sponsors and presented the newly purchased books to the organization's representatives. This proved to be a proud and successful moment for the students. It was a time when they were publicly recognized for a job well done. In one case, a parent had contacted the local television's news department and a reporter came to film the celebration. The clip aired that night on the six o'clock news.

The celebrations were a wonderful experience, and a positive way to conclude successful service learning projects.

Chapter Five

Sharing the Model

Sharing the Model

This model will be presented to the Hopkins School Board at one of their formal meetings, and to the staff at Meadowbrook Elementary School during a staff development day in the fall of 1999. The presentation will also be made available to other elementary schools in the district if desired.

The presentation will be a multimedia format, which will include: the use of a computer and projection panel to demonstrate students use of spreadsheets, databases and letter writing, video clips of a presentation from one of the representatives from the Schriners Hospital and a presentation from students explaining service learning and the project they were involved in, and a overhead projector with transparencies that will highlight various aspects of this model.

As the presenter, this writer will fully explain each element of the following outline:

1. Purpose of This Model - transparency #1/explanation
2. Background Information
 - A) Definition of Service Learning - transparency #2/explanation
 - B) Brief History of Service Learning - transparency #3/explanation
 - C) Brief Description of Reported Benefits of Service Learning - transparency #4/explanation
3. The Core Elements in Best Practices of Service Learning - transparency #5/explanation
4. The Principles of Good Practice For Service Learning- transparency #6/explanation

5. An Example Of Service Learning Integrated With Curriculum

- A) The Service Performed - video of students/explanation from presenter
- B) How the Agencies Being Served Were Chosen - explanation from presenter/video clip of representative from organization
- C) Curriculum Integration - explanation from presenter/computer demonstrations/transparency examples from student work, found in appendix F
- D) Results of Projects Previously Conducted - Explanation from presenter/transparencies of class spreadsheets, found in appendix F/video clips of celebration and donation party
- E) Reflections From Students about their service work - Transparencies found in appendix E

After the presentation to the staff at Meadowbrook, the staff members will be asked to meet in grade level groups for 30 minutes to discuss ways service learning and their curriculum can be integrated to enhance learning. After the 30 minute small group session, the staff will brought back together to share their ideas.

The objective of the presentation and group discussion with the Meadowbrook staff is for them to formulate and list ideas where service learning and the curriculum can be combined at their grade level. The ultimate goal of this project and presentation is to increase the number of service learning projects at the elementary level. By doing so, both students and their community will benefit.

After completing the presentation, this writer will be available to staff members, upon request, to help facilitate service learning. Acting as a facilitator/consultant, this writer will help staff members design and implement service learning projects at their grade level.

The Purpose of This Model

This model was created to:

- * Serve as a guide/tool for elementary teachers to integrate service learning and the existing curriculum
- * Help elementary teachers provide more participatory learning experiences which support the Hopkins School District's strategic plan through the use of service learning
- * Facilitate more service learning projects at the elementary level

Defining Service Learning

Service learning means different things to different people. Because of this, no one definition will satisfy everyone. However, embedded in the various definitions are many common elements.

One of the most common definitions is:

"The term service learning means a method:

- A) by which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with school and community;
- B) that is integrated into the students' academic curriculum and provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;
- C) that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- D) that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others." (National and Community Service Act of 1990)

Brief History Of Service Learning

* Service learning is not a new concept. Depending on the source, it seems to have been around in one form or another for over 100 years.

* Service Learning has been advocated by proponents of experiential education, such as John Dewey, throughout several decades.

* Service Learning has been supported by government officials such as President Roosevelt, President Kennedy, President Bush, President Clinton and Legislators through the funding of programs and the establishment of laws and grants.

* \$62 million are available for programs which promote service learning.

* Today Service Learning programs are stronger and more widespread than ever before.

Benefits of Service Learning

While the research on the benefits of service learning is not conclusive, it does indicate that there are strong, positive outcomes for students involved in well designed programs

Students participating in service learning programs have shown increases in:

- mathematics and reading performance
- performance in areas such as problem solving, critical thinking, and open-mindedness.
- social and personal responsibility
- favorable attitudes toward adults, organizations and people with whom they were involved
- self-esteem, morale, and ego development
- attitude development, values clarification, and greater awareness of problems in society
- level of communication with their parents about school
- sense of being able to make a difference for others
- concern for getting good grades
- sense of duty to help others
- commitment to completing schoolwork

***The Core Elements In Best Practices
of
Service Learning***

well designed service learning programs should include components that form the acronym "PARR." These components include:

- Preparation: Introducing young people to the issues or topics that will be addressed through the program, selecting appropriate projects, and providing needed background information and training.
- Action: Helping others or the community through direct or indirect service.
- Reflection: Looking back on the experience, raising and addressing related questions, exploring other possibilities and opportunities for making a difference, and assessing the project or program itself.
- Recognition: Honoring what was done, celebrating your accomplishments, and making plans and commitments for future action

***The Principles of Good Practice For Service
Learning***

An Effective Service Learning Program:

1. Engages people in responsible and challenging actions for the common good.
2. Provides structured opportunities for people to reflect critically on their service experience.
3. Articulates clear service and learning goals for everyone involved.
4. Allows for those with needs to define those needs.
5. Clarifies the responsibilities of each person and organization involved.
6. Matches service providers and service needs through a process that recognizes changing circumstances.
7. Expects genuine, active, and sustained organizational commitment.
8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. Insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
10. Is committed to program participation by and with diverse populations.

Appendix A

The following is a list of some possible agencies that have been known to have worked with youth in the past, and could be contacted as possible partners in a service learning project:

The Ronald McDonald House of Minneapolis

The Ronald McDonald House is a place where children with life threatening illnesses can stay with their families while they are being treated at the University of Minnesota Hospital. The house has 33 small apartments which are provided to the families of sick children at a minimal charge. The house provides support and activities for families and schooling for the children during their stay.

608 South East Ontario Street
Minneapolis, Minnesota (612) 331-5752

The Schriners Children's Hospital of Minneapolis

A children's hospital which provides pediatric care at no charge to children with orthopedic disabilities or burn injuries. The organization operates completely on the donations of corporations and other individuals.

2025 East River Parkway
Minneapolis, Minnesota 55414
(612) 335-5347 (888) 293-2832

PRISM (People Responding In Social Ministry)

A non-profit organization which provides supportive and emergency services to residents in the northwest suburban communities. PRISM provides a food shelf, financial assistance, clothes, support groups, transportation for the elderly and various other services for families and individuals in need.

2323 Zenith Avenue North
Golden Valley, Minnesota 55422
(612) 529-1350

The United Way

The United Way is an organization that provides a wide variety of services to people in need. The volunteer opportunities with the United Way are numerous.

Local Volunteer number (612) 340-7621

The Hopkins Family Resource Center (612) 988-5350

Main street Hopkins

The Hopkins Family Resource Center is an organization which helps the families of Hopkins residents in a wide variety of ways. They help provide food, help find counseling for families who need it, help with health issues etc. The Hopkins Family Resource center is basically the go between for families who have needs and people or organizations who can provide help or services to those in need.

Other possible contacts:

Homeless shelters

Local churches or synagogues

The local city hall

Environmental agencies

Animal shelters / protection services

The local Red Cross

Local nursing homes

Your own school

Appendix B
Web Sites for Service Learning

The National Service Cooperative Clearinghouse
<http://www.niscl.coled.umn.edu/intros/geninfo.html>

The Service Learning Home Page
<http://scf.colorado.EDU/sl/>

The Contact Center Network
<http://www.contact.org>

Compus Outreach Opportunity League (COOL)
<http://www.COOL2SERVE.org/cool/home.html>

Corporation for National Service
<http://www.cns.gov/>

National Service Resource Center
<http://www.etr-associates.org/nsrc/>

Education Central: The Communication and Resource Center
for Professional Educators
<http://edcen.ehhs.cmich.edu/ins/serv>

Appendix C

Book Resources for Service Learning Ideas With Children

The Kids Guide To Service Projects

Barbara A. Lewis. Free Spirit Publishing, 1995

Growing Hope: A Source book on Integrating Youth Service
into the School Curriculum

Rich Willits Cairn & Dr. James C. Kielsmeir, Editors
National Youth Leadership Council. (1991)

The Big Help Book: 365 Ways You Can Make A Difference by
Volunteering!

Alan Goodman. Pocket Books Publishing (1994)

The Kids Can Help Book

Suzanne Logan. Perigee Books, Putnam Publishing Group
(1992)

*Appendix D*Books That Support Service Learning In The Classroom,
Grouped By Theme

The following pages are a list of books compiled by Cathryn Berger Kaye, a National Service Learning Consultant from Los Angeles, California. She suggests that books can generate questions, answers, discussions, writing and lead to thinking and doing. The following titles include books that:

- * describe the service experience of others
- * introduce important social themes
- * tell stories from our histories
- * prepare students to interact with diverse populations
- * complement student community experiences

The list of books are categorized by: Homelessness and hunger, Environment and animals in danger, The Elderly, Literacy, Immigration, Education and Awareness about AIDS, Community Safety, and Diversity.

Each category may include picture books, which can be used with readers of all ages, novels and non-fiction resource books.

These books can be used in a variety of ways, and can bring about greater understanding and new growth among the students.

HOMELESSNESS and HUNGER

Non-fiction

Hubbard, Jim. Lives Turned Upside Down—Homeless Children in their Own Words and Photographs. New York: Simon & Schuster Books for Young Readers, 1996.

Four children tell their stories who know the reality of homelessness first hand. The children learned photography to document their lives. Descriptions of being in a shelter, attending school, and hopes for the future are told in their own words.

Picture Books

Barbour, Karen. Mr. Bow Tie. San Diego: Harcourt Brace Jovanovich, 1991.

A family befriends a man who lives on the street near their store and helps him to join with his family.

Bunting, Eve. Fly Away Home. Boston: Clarion Books, 1991.

A boy who lives in the airport with his father gains hope when he sees a trapped bird find freedom. A moving story told with dignity.

DiSalvo-Ryan, DyAnne. Uncle Willie and the Soup Kitchen. New York: Morrow Junior Books, 1991. When Willie's nephew works at the neighborhood soup kitchen preparing and serving food, he gains admiration for people who lend a hand.

Hammond, Anna and Joe Matunis. This Home We Have Made. Esta Casa Que Hemos Hecho. New York: Crown Publishers, Inc., 1993. English and Spanish.

One night, a child who is homeless joins a magical parade to find a home for her family. The story was inspired by a mural in New York City painted by formerly homeless children.

Polacco, Patricia. I Can Hear the Sun. New York: Philomel, 1996.

Stephanie Michelle, the park keeper at Lake Merritt in Oakland listens to the sun, and the lost people who congregate beside the water. She embraces Fondo, a "throwaway" young boy, who believes the geese have invited him to fly away when winter approaches. A modern myth filled with hope.

Rosen, Michael J.. Home. New York: HarperCollins, 1992.

A collaboration of thirty authors and illustrators all celebrating the places and things that make up the home; supports *Share Our Strength*.

Rosen, Michael J.. Food Fight—Poets Join the Fight Against Hunger with Poems to Favorite Foods. San Diego: Harcourt Brace & Company, 1996.

This collaboration celebrates our love of food with humor and thought-provoking poetry. Sales support *Share Our Strength*, which offers classroom materials for children's participation in hunger-relief.

Rosen, Michael J.. The Greatest Table — A Banquet to Fight Against Hunger. San Diego: Harcourt, Brace & Company, 1994.

A twelve-foot long accordion book with artwork contributed by sixteen illustrators. At this great table there is room for all people who come to eat, and plenty of food to share.

Novels

Anderson, Mary. The Unsinkable Molly Malone, San Diego: Harcourt Brace Jovanovich, 1991. Ages 12+. 208 pp.

Even with financial problems, Molly, age 16, uses her artistic talent to help children in a New York welfare hotel. A boyfriend provokes Molly to reexamine her social values.

Estes, Eleanor. The Hundred Dresses, San Diego: Harcourt Brace Jovanovich, 1944. Ages 7+. 80 pp. Wanda Petronski gets teased by classmates because she lives in a poor part of town and wears the same dress every day. Maddie, a classmate is confused by the taunting, and by Wanda's statement that she does have one hundred dresses.

Harris, Mark Jonathan. Come the Morning, New York: Bradbury, 1989. Ages 12+. 176 pp. Ben, aged 13, and his family become homeless as they search for Ben's father in Los Angeles. Their caring for each other gives them hope.

Herzig, Alison, and Jane Mali. Sam and the Moon Queen, Boston: Clarion, 1990. Ages 11+. 168 pp. Life is hard for Sam, a 13 year old living with his mom. Still, Sam risks helping a homeless girl and her dog and becomes drawn into her world.

Levitin, Sonia. The Return, New York: Antheneum, 1987. Ages 12+. 210 pp. After famine and poverty devastate her Ethiopian village, young Destra discovers her ability to care for others while on a long trek to Sudan.

Pinkwater, Jill. Tails of the Bronx, New York: Macmillan, 1991. Ages 10+. 208 pp. A neighborhood search for missing cats turns into a lesson about homelessness.

ENVIRONMENT and ANIMALS IN DANGER

Non-fiction

Arnold, Caroline. On the Brink of Extinction: The California Condor, Harcourt Brace Jovanovich, 1993. Follow the California Condor Recovery Team as they attempt to restore the North American condor population by breeding these birds in captivity. An easy-to-read story of survival, with photographs.

Bang, Molly. Chattanooga Sludge, San Diego: Harcourt, Brace & Company, 1996. How can we clean up one of the most polluted waterways in America--the Chattanooga Creek? With a "Living Machine"--a greenhouse using plants and creatures to clean and recycle polluted water. A story that blends community awareness, science, and humor.

Caduto, Michael, and Joseph Bruchac. Keepers of the Earth, Native American Stories & Environment Activities for Children, Golden, CO: Fulcrum, 1988. 207 pp.; Keepers of the Animals, 1991. 266 pp. Stories from Native Americans in different regions of the country, along with ideas for using math, science, language and creative arts to help children understand caring for the earth and wildlife.

Cone, Molly. Come Back, Salmon, San Francisco: Sierra Club Books for Children, 1992. 43 pp. With teacher guidance, elementary students clean a stream, stock it with salmon, and preserve it as an unpolluted place where salmon can return to spawn.

Foster, Joanna. Cartons, Cans, and Orange Peels - Where Does Your Garbage Go?, Boston: Clarion Books, 1991. 61 pp.

Follow trash to landfill or compost or incinerator. Find out how students can make recycling trash fun. Useful statistics and answers to popular questions.

Johnson, Sylvia, A. Raptor Rescue, New York: Dutton Children's Books, 1995. Gr 2-6. 23 pp.

A conservation officer finds a wounded bald eagle and brings the bird to the Gabbert Raptor Center. Shows how injured birds of prey receive care and are released again to their natural habitat.

Lavies, Bianca. Compost Critters, New York: Dutton Children's Books, 1993.

Text, and close-up photography, give an inside picture of a compost heap, and how creatures, from bacteria and mites to millipedes and earthworms, add in the process of turning compost into humus.

McMillan, Bruce. Nights of the Pufflings, Boston: Houghton Mifflin Company, 1995.

Travel to Heimaey Island, Iceland, where children stay up all night when the pufflings are ready to take flight for the first time. Many birds, confused by the village lights, head toward town instead of the open sea. The children rescue the birds from dangers of cats and cars, and set them on their proper course.

Moon, Pat. Earth Lines --Poems for the Green Age, New York: Greenwillow Books, 1991.

This collection of poems will please and inspire readers of all age. Each draws a picture of our life style, and respectful portrays the wonders of our planet.

Patent, Dorothy Hinshaw. Children Save the Rain Forest, New York: Cobblestone Books/Dutton. 1996.

This engaging text, with colorful photos, explore the International Children's Rain Forest -- what it is, the plants and animals that live there, and why it is important. Readers can also learn what can be done to ensure its preservation.

Smith, Roland. Journey of the Red Wolf, Cobblehill Books, 1996.

Follow the red wolf's journey from near extinction to its reintroduction into the wild, a process that took sixteen years. Students learn about the origins of red wolves and how through the work of dedicated people, the wolf can be appreciated by future generations.

Picture Books

Anholt, Laurence. The Forgotten Forest, San Francisco: Sierra Club Books for Children, 1992.

Just as the last forest is about to be cut down to make room for more buildings, children remind the adults of the importance of the trees.

Birmingham, John. Hey! Get Off Our Train, New York: Crown Publishers, 1989.

At bedtime, a young boy takes a trip on his toy train and rescues endangered animals, returning just in time for school.

Cherry, Lynne. The Great Kapok Tree, San Diego: Harcourt Brace Jovanovich, 1990.

Many different animals living in a great Brazilian kapok tree convince a man with an ax of the importance of trees.

Cherry, Lynne. A River Ran Wild, San Diego: Harcourt Brace Jovanovich, 1991.

A river that once provided food to the indigenous people is polluted by industry and cities. Can a determined local citizen restore the river?

DiSalvo-Ryan, DyAnne. City Green. New York: Morrow Junior Books. 1994.

Marcy's plan to turn a neighborhood vacant lot into a city garden inspires everyone to pitch in, except elderly Mr. Hammer who thinks nothing good will come from this effort. Then a few surprises bloom!

Emst, Lisa Campbell. Squirrel Park. New York: Bradbury Press. 1993.

Stuart clashes with his father, a developer, over the design of a park that threatens an ancient oak tree where his squirrel friend Chuck lives.

Garland, Sherry. The Summer Sands. San Diego: Harcourt Brace & Company, 1995.

After a winter storm destroys the sand dunes that provides a home for plants and animals, the people of Galveston Beach, Texas band together to restore the dunes. What did they use? Christmas trees!

Gimmerveen, Ulco. A Tale of Antarctica. New York: Scholastic Inc., 1989.

A story of a penguin family tells how the environment is threatened when people stop caring about their impact on their surroundings.

Himmelman, John. Ibis, A True Whale Story. New York: Scholastic, 1990.

A humpback whale, entangled in a fishing net, is freed by a team of helpful whale watchers.

Jeffers, Susan. Brother Eagle, Sister Sky - A Message from Chief Seattle. New York: Dial, 1991.

Susquamish Chief Seattle explains how the earth cannot be owned but must be cherished.

Keller, Holly. Island Baby. New York: Greenwillow Books, 1992. Young Simon helps Pop at the bird hospital on their Caribbean island, but setting feathered friends free is not always easy.

Levine, Arthur, A. Pearl Moskowitz's Last Stand. New York: Tambourine Books, 1993.

Pearl Moskowitz takes a stand (and a risk) when the city government tries to chop down the last gingko tree on her street. Her diverse community supports her actions.

MacGill-Callahan, Sheila. And Still the Turtle Watched. New York: Dial Books, 1991.

Long ago, an old man carved a turtle out of rock to stand above the native Delaware people. The turtle sees changes brought by settlers and modern youth, who deface the turtle with graffiti. A man, who knew of the old ways, restores the turtle rock, who now lives in the New York Botanical Garden.

Madden, Don. The Wartville Wizard. New York: Aladdin Books. 1993.

A wizard fights a town of litterbugs by sending each piece back to stick to the person who dropped it.

Martin, Jacqueline Briggs. Washing the Willow Tree Loon. NY: Simon & Schuster 1995.

When a barge hits a bridge and a thick rush of oil coats the birds of Turtle Bay, people from all walks of life stop their work as bakers, doctors, house painters and artists to come to the rescue.

Peet, Bill. The Wump World. Boston: Houghton Mifflin Co., 1970.

One morning the gentle Wump creatures are awakened by the invasion of Pollutians. Will their world ever be peaceful and clean again?

Rose, Deborah Lee. The People Who Hugged the Trees. Niwot, CO: Robert Rinehart, Inc., 1990.

This folktale from India tells of Amtra Devi who inspired her community to protect the environment.

Schimmel, Schim. Dear Children of the Earth. Minocqua, WI: NorthWord Press, Inc., 1994.

Mother Earth has written a letter to the children, telling of her plight, and of her desire to protect herself and her many wondrous creatures.

Tamar, Erika. The Garden of Happiness. San Diego: Harcourt, Brace & Company, 1996.
Marisol, a young girl, and her neighbors turn a vacant New York City into a lush garden. The plants remind each person of what grew in their native land.

Tresselt, Alvin. The Gift of the Tree. New York: Lothrop, Lee & Shepard Books, 1992.
By following the life cycle of a tree, we find out about animals who depend on it for shelter and food.

Van Allsburg, Chris. Just a Dream. New York: Houghton Mifflin Co., 1990.
A dream about a future Earth devastated by pollution leads Walter to care for his environment.

Novels

Harpe, Susan. Waterman's Boy. New York: Bradbury Press, 1990. Ages 10-14. 170 pp.
Ben wants to work on the Chesapeake Bay like his dad, but pollution threatens their way of life. With proof that someone dumps oil in local waters, Ben and his friend take a risk to help their community.

Ryden, Hope. Backyard Rescue. New York: Tambourine Books, 1994. Ages 8-11. 128 pp.
Two ten year old friends, Lindsey and Greta, set up a backyard wildlife hospital for wounded animals. They hatch snapping turtle eggs and find a safe home for an injured racoon. When faced with closure due to Fish and Game laws, they find local resources to protect the animals in their care.

THE ELDERLY

Picture Books

Bartoletti, Susan Campbell. Dancing with Dziadziu. San Diego: Harcourt Brace & Company. 1997.
A young girl shares her ballet dancing and an early Easter celebration with her ill grandmother, while the grandmother reminisces about her husband, and her immigration from Poland.

Bunting, Eve. Sunshine Home. New York: Clarion Books. 1994.
Timothy visits his grandmother who broke her hip. Timothy and his parents have a hard time leaving Gram at the nursing home. They know even an aging person with physical difficulties still needs love.

Fox, Mem. Wilfred Gordon McDonald Partridge. New York: Kane/Miller. 1985.
A young boy tries to discover the meaning of "memory" so he can help an elderly friend.

Franklin, Kristine, L., The Old, Old Man and the Very Little Boy. New York: Antheneum, 1992.
In an African village, a young boy listens to stories of his very old friend every morning. When he grows up, the young boys gather to hear his stories.

Hines, Anna Grossnickle. Gramma's Walk. New York: Greenwillow Books. 1993.
Donnie and Gramma, who is in a wheelchair, use their imagination to walk barefoot in the sand, observe sea animals and build a sand castle.

Johnston, Tony. Grandpa's Song. New York: Dial Books for Young Readers, 1991.
As Grandpa's memory gets a little fuzzy, he fears he will not sing as well for his grandchildren. But children's love and caring leads to a heartwarming surprise for Grandpa.

Polacco, Patricia. Chicken Sunday. New York: Philomel Books, 1992.
A trio of friends plan to surprise Gramma Eula with a special holiday hat, but end up mistaken for teens who damage the hat shop. They prove their innocence and make a new friend in the process.

Polacco, Patricia. Mrs. Katz and Tush, New York: Bantam Books, 1992.

A young African-American boy gives a lonely Jewish widow a kitten, Tush, as they start a friendship. Their age difference adds to the special relationship that grows and lasts throughout their lives.

Rylant, Cynthia. The Old Woman Who Named Things, San Diego: Harcourt Brace & Company, 1996. How does an old woman who outlived her friends keep from being lonely? By naming the things in her life she knows she will not outlive. Then when a puppy arrives at her gate, she is reluctant to become attached. Instead of giving the puppy a name, she says "Go home!" But the puppy has other ideas!

Spinelli, Eileen. Somebody Loves You, Mr. Hatch, New York: Bradbury, 1991.

An anonymous valentine turns unsociable Mr. Hatch into a friend of everyone in the neighborhood. When he learns the valentine was meant for someone else, Mr. Hatch reverts to his old ways until his true friends come to the rescue.

Novels

Radley, Gail. The Golden Days, New York: Macmillan, 1991. Ages 10+. 137 pp.

Cory, a foster child, and Carlotta, a nursing home resident, run away to start a new life, and learn the true meaning of caring for another person.

Zindel, Paul. A Begonia for Mrs. Applebaum, New York: Harper & Row, 1989.

Ages 13+. 180 pp.

Even though Henry and Zelda's high school teacher retires and is terminally ill, Miss Applebaum shows the how the love of life includes helping others.

LITERACY

Picture Books

Bunting, Eve. The Wednesday Surprise, Boston: Clarion Books, 1989.

A child and her grandmother prepare a special birthday gift, one that involves a commitment to each other, and to the joy of being able to read.

Johnston, Tony. Amber on the Mountain, New York: Dial Books, 1994.

Young Amber does not know how to read or write. Her home in the mountains is far from any school, and teachers don't come to where she lives. One day, a man comes to build a road with his daughter, Anna -- when she puts her mind to something, she does it! Anna decides to teach Amber to read.

Novels

Radin, Ruth Yaffe. All Joseph Wanted, New York: Macmillan, 1991. Ages 8-12. 80 pp.

More than anything, Joseph wants his mother to be able to read. Finally, Joseph reaches for help.

Roop, Peter and Roop, Connie. Ahyoka and the Talking Leaves, New York: Lothrop, Lee & Shephard, 1992.

Ahyoka courageously journeys with her father Sequoyah and works to help him create a written alphabet for the Cherokee language.

IMMIGRATION

Non-fiction

Strom, Yale. Quilted Landscape—Conversations with Young Immigrants, NY: Simon & Schuster, 1996. Twenty-six diverse young people, aged 11-17, describe leaving their countries and immigrating to the United States. These contemporary stories touch memories of their homeland and the challenges of fitting into modern American culture. A rare glimpse into the young immigrants' reality.

Picture Books

Herold, Maggie Rugg. A Very Important Day, New York: Morrow Junior Books, 1995. All over New York City, families from many countries prepare for a memorable day. The Patel family from India share breakfast with their neighbors, the Stousos family close their Greek restaurant, Yujin Zeng's friend gives him a special gift. An event in the courthouse brings all the families together.

Moss, Marissa. In America, New York: Dutton Children's Books, 1994. Walter's grandfather describes his difficult boyhood journey from Lithuania, where he left all that was familiar — his family, his traditions, his life style — to come to America in search of freedom.

Novels

Beatty, Patricia. Lupita Manana, New York: Beech Tree Books, 1981. Ages 12+. 186 pp. After 13 year old Lupita's father's death, her mother sends Lupita and her elder brother from their Mexican village to earn money in the United States. The struggle is eased by the help of others.

Buss, Fran Leeper and Daisy Cubias. Journey of the Sparrows, New York: Lodestar Books, 1991. Ages 14+. 165 pp. Salvadoran refugee, Maria, aged 16, cares for her siblings during their difficult journey to Chicago and as they start a new life with help from others in their community.

Pettie, Jayne. My Name is San Ho, New York: Scholastic, 1992. Ages 10-14. Despite a painful life in Vietnam, San Ho fears reuniting with his mother and her American husband in Philadelphia. Even with his mother's love, San Ho struggles with his new community.

EDUCATION and AWARENESS about AIDS

Non-Fiction

Hausherr, Rosemarie. Children and the AIDS Virus: A Book for Children, Parents & Teachers, New York: Clarion, 1989. 48 pp. This book explains in simple terms the body's immune system, how it is attacked by the AIDS virus, and prevention; includes adult text.

Moutoussamy-Ashe, Jeanne. Daddy and Me. A photo story of Arthur Ashe and his daughter Camera, New York: Knopf, 1993. Camera's words and her mother's moving photographs show how a family deals with AIDS by caring, staying close, and, most of all, loving each other.

Wiener, Dr. Lori S. and Best, Aprille, and Pizzo, Dr. Phillip A.. Be A Friend – Children Who Live with HIV Speak, Morton Grove, Illinois: Albert Whitman & Company, 1994.

Art and writings by children who are HIV positive, or have siblings with AIDS. Each letter uncovers the emotion and courage of young people who want just to be normal, and to have friends who will stay friends. All profits and royalties from this book are being donated to the Pediatric Aids Foundation.

Picture Books

Newman, Lesléa. Too Far Away to Touch. New York: Clarion, 1995.

Little Zoe and her Uncle Leonard enjoy adventures together. While at the Planetarium, Zoe asks, "How far away are the stars?" "Too far away to touch, close enough to see," her uncle answers. When Leonard becomes weaker due to AIDS, the message from the Planetarium has special meaning for Zoe.

Verniero, Joan C.. You Can Call Me Willy: a story for children about AIDS. New York: Brunner/Mazel, Inc., 1995.

Willy tells about her life with AIDS. She describes the good care she receives from her grandmother, her best friend, and other caring adults. Most of all, she wants to have friends and play baseball.

Novels

Humphreys, Martha. Until Whatever. New York: Clarion Books, 1991. Ages 13+. 150 pp.

When news gets out that Connie has AIDS, she faces rejection from students and parents. Only Karen, a popular cheerleader, stands by Connie and takes action on her behalf.

COMMUNITY SAFETY

Picture Books

Bunting, Eve. Smoky Nights, San Diego: Harcourt Brace & Company. 1994.

A child and his mother live through the civil unrest in Los Angeles -- the violence, the fires, and the loss of their home.

Cohn, D.S.W., Janice. Why Did it Happen? Helping Children Cope in a Violent World, New York: Morrow Junior Books, 1994.

Daniel, a young boy, finds out a neighborhood store has been robbed and Mr. Jams, the friendly store owner, is hurt. Both his parents and teacher encourage him to talk about his fears and questions. When he's ready, he finds a way to help Mr. James. Includes a note to parents.

Dolphin, Laurie. Oasis for Peace. New York: Scholastic, Inc., 1993.

Text and photos present the lives of two boys, one Jewish and one Arab, who attend school in a unique community near Jerusalem where Jews and Arabs live together in peace.

Heide, Florence Parry, and Judith Heide Gilliland. Sami and the Time of Troubles. New York: Clarion Books, 1992.

Sami and his sister want to be like children everywhere, but life in war-torn Beirut requires courage and hope.

Picture Book for Older Readers

Lorbiecki, Marybeth. Just One Flick of a Finger. New York: Dial Books, 1996.
A young boy tells how he took a gun to school to scare a bully. But the gun creates a nightmare for himself and his best friend. Bold, powerful images mesh with the evocative text. Provides a vehicle for dialogue about guns and safety, critical issue in our communities. Recommended for grades 5-12.

OTHER IMPORTANT ISSUES

Non-Fiction

Lewis, Barbara. The Kid's Guide to Social Action: How to Solve the Social Problems You Choose -- and Turn Creative Thinking into Positive Action. Minneapolis: Free Spirit, 1991. Gr 4-12. 182 pp.
A resource guide for students and teachers to learn social action skills and solve problems on a local, state and national level. This new edition has undated information.

Lewis, Barbara. Kids with Courage, True Stories about Young People Making a Difference. Minneapolis: Free Spirit, 1992. Grades 4-12. 164 pp.
These stories tell how real young people are helping our communities and our world by improving the environment, fighting crime, and taking risks.

Lewis, Barbara. The Kid's Guide to Service Projects -- Over 500 Service Ideas for Young People Who Want to Make A Difference. Minneapolis: Free Spirit, 1996. Ages 10+. 184 pp.
Ideas for young people to carry out simple or large-scale projects.

Picture Books

Arnold, Caroline. A Guide Dog Puppy Grows Up. San Diego: Harcourt Brace Jovanovich, 1991.
Amy and her family volunteer to raise Honey for two years as part of the guide dog training program.

Bruchac, Joseph. Eagle Song. New York: Dial Books, 1997.
Danny Bigtree's family moves from the Mohawk reservation to New York City, and he can't fit in. He refuses to sacrifice his cultural identity to make friends. His father provides a lesson in courage for Danny and his classmates that encourages the students to feel pride, and take a step towards peace.

Bunting, Eve. Summer Wheels. San Diego: Harcourt Brace Jovanovich. 1992.
The Bicycle Man offers friendship and the use of fixed-up bikes to neighborhood kids, even to a boy who does not return the bike. Two other boys set out to get the bike back.

Bunnett, Rochelle. Friends in the Park. New York: Checkerboard Press. 1992.
A useful resource to help children talk about and learn about children with different abilities.

Harshman, Marc. The Storm. New York: Cobblehill Books, 1995.
Ever since the car hit his bicycle leaving Jonathan in a wheelchair, he has hated feeling different. When a storm threatens his life and his horses, Jonathan proves his abilities, and hopes others will now see him more clearly.

Hopkinson, Deborah. Sweet Clara and the Freedom Quilt. New York: Alfred A. Knopf. 1993.
Based on a true story, Clara takes a brave action to help slaves gain their freedom on the Underground Railroad.

Markun, Patricia Maloney. The Little Painter of Sabana Grande. New York: Bradbury Press, 1993. When Fernando, a young Panamanian boy, learns how to make paints from charcoal, berries, grasses and natural clay, he brightens his entire village through an act of service.

Polacco, Patricia. Pink and Say. New York: Philomel, 1994. The author's great-grandfather Sheldon "Say" Curtis met Pinkus "Pink" Aylee during the Civil War. Pink, a black Union soldier, manages to bring Say, a wounded white Union soldier, to his mother Moe Moe Bay. Once healed, the boys must return to their units, only to be confronted by Confederate troops. A tribute to the importance of telling stories about the people we meet who touch our lives.

Polacco, Patricia. Tikvah Means Hope. New York: Doubleday, 1994. The Oakland, California fire of 1992 destroyed 3,400 homes and changed the lives of thousands of families in a few hours. While the Roth family and their neighbors helped each other through their tears and sadness, they also found their little cat named Tikvah, and *Tikvah means hope*.

Rossiter, Nan Parson. Rugby & Rosie. New York: Dutton Children's Books, 1997. Rugby and his boy are best friends, until joined by Rosie, a puppy being bred as a guide dog. The threesome become inseparable for one year. Rugby and his boy must come to terms with Rosie's departure to serve an important purpose. Includes information about breeding and training guide dogs.

Va, Leone. A Letter to the King. New York: Harper Collins, 1991. English and Chinese. When her father is imprisoned, young Ti Ying dares to personally deliver a letter to the king with a courageous and selfless offer. This story brings alive the Chinese empire of long ago.

United Nations & Jim Henson Productions, My Wish For Tomorrow. New York: Tambourine, 1995. Words and pictures from children around the world that inspire the readers to think about ways to make a difference. Kermit, the Frog, suggests ways children can turn wishes into action.

Watson, Esther. Talking to Angels. San Diego: Harcourt, Brace & Company, 1996. Christa sees the world in different way than most people. She can't explain, and many people don't understand. But Esther Watson understands her sister, Christa, who is autistic and also her best friend.

Novels

Ada, Alma Flor. My Name is Maria Isabel. New York: Atheneum, 1993. Ages 8+. 57 pp. Available in English and Spanish. Third grader Maria Isabel starts a new school two months after the year begins. At first, her teacher makes everything easier, until she begins to call Maria Isabel by the name Mary. Maria Isabel's pride in her name and her heritage teaches the teacher and the class a lesson about fitting in, and respect.

Lowry, Lois. Number the Stars. New York: Dell, 1989. Ages 12+. 137 pp. As World War II threatens to tear apart families and friends in Copenhagen, two young girls demonstrate courage and dedication to what they believe is right.

Please note there are many more books that will enhance the service and learning experience. Your suggestions of favorite titles are welcome.

THANKS to Ariel Kaye, age 12, for contributing her reviews of Amber on the Mountain and Sunshine Home, and to Devora Kaye, age 10 for reviewing Backyard Rescue

Appendix E

The following pages are samples of students thoughts and reflections after the service learning project was completed

Dear Mr. Miller,

I think that the service learning project was a good experience for me and everyone. It really got everyone reading and that was good. We also got a reward for reading. Not only did we get a party the whole afternoon but we got the satisfaction of doing something great for others. Also we learned more about spread sheets and databases.

It felt really good to do something that great for someone else. Not only did it make us feel proud and great but most of our sponsors did to. They knew that with donating us they changed someone's life, and that is the greatest feeling in the world.

I would like to thank you for giving us the opportunity to do something that great for someone else's live. Maybe next year you could do t his again and change another persons life. Thank you.

Sincerely.



Dear Mr. Miller,

Through this whole project I've felt I as if would never earn more than one-hundred dollars, but I did because I got support from everyone.

I think this project went great! Some of the reason are that we earned so much money, and we donated so many book along with two CD player's. Everyone pitch in for this project and that's probably what earned us the money.

If we were to do something like this in sixth grade, I think we would earn five-thousand to even ten-thousand because we would be very confident, and we would read like crazy and get tons of sponsors. Overall, I think this project was a great success, and the kids at the Ronald McDonald House will be very happy that they can have so many books

Yours truly,



Dear Mr. Miller,

I learned a lot by having this service-learning project. I learned how a database and spread sheet work. A spread sheet and database could be used throughout my whole life. It was interesting how the spread sheet automatically adds the numbers you put in. A database keeps track of almost anything.

I am very proud of myself and I think everybody should be because raising all that money helped all the kids at the Ronald MacDonald House. A lot of students wanted the books that we are giving them which makes you feel better than just giving them something that we don't want ourselves.

Last year we did something similar but I only read 24 books the whole year this year I read 25 books in just 10 weeks which makes me feel better. This year I think I read more because I was more motivated.

I thought this project was a great way to learn about spread sheets and databases, also it was a ton of fun helping the Ronald MacDonald House and raising money for them.

Next year you should do the same thing and not change anything I think the students next year would like it and have as much fun as we did.

Sincerely,

Dear Mr. Miller,

I think what we did was great. Personally, I feel proud of myself for collecting money and buying books for the kids at the Ronald McDonald house. Looking at all those wonderful books makes me smile.

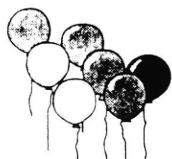
Raising money for someone or somewhere I think that is a great way to say that you care. Going out and reading the books for the kids and then collecting money really made me feel like I was making a difference. Not only me, but the whole class.

If you are to do this next year I think that you don't have to change anything at all. Unless a great idea pops up, I feel you should keep everything the way it was because the service project this year taught many lessons.

I would like to thank you for giving the class this wonderful opportunity to help out the kids that really need our help. Thanks again.

Sincerely,

Katherine Blanton



Dear Mr. Miller:

I thought what we did was very very nice and I know The Ronald McDonald House will love the books we bought. I just felt like grabbing them off the table but I know they are for a good cause. My whole family loved the idea of doing what we did.

I don't think you should change anything for next year. Everything is just fine and I know that the kids next year will love it as much as I did.

I am very proud of myself for reading twenty-five books and my family is proud of me too. I feel that the money we earned and the things we bought are going to help the school a lot. I bet they really really appreciate what we did for them. I know I do. I feel that we did a great job.

Sincerely,



Dear Mr. Miller

I think the service learning project was a very good help for many kids in many different ways. Here are some reasons I think that.

I think it taught kids to be more responsible with money. I think it taught kids to keep up with what they were doing and marking the the number of books they read and the number of people who pledged them.

It taught kids how to use spreadsheets and databases. It taught kids to read better because they were reading more often.

I feel really good about myself and how many books I read and how much money I raised. I know my mom and dad are proud of me too. I am also amazed at how much money the class raised together. I think we did a great thing for the Ronald McDonald house and I think all those books, those CD players, and the computer games will make the kids at the Ronald McDonald house really happy.

I believe the service learning project was good in everything we did and I would be glad to do it again.

Dear Mr. Miller,

I think that the service learning project went very well. I enjoyed learning about using certain things on the computer to create a spreadsheet and database. It taught me a lot of useful information.

I also think that the writing projects we did during the service learning project were very educational, and were good opportunities for me to improve my writing and typing skills.

It also gave me good opportunities to improve my organization skills, which is very important in almost anything. I think that without the service learning project I would not have learned several organization skills, and so I believe that the service learning project was important for that reason.

I also feel good about the service learning project because it allowed me to do something good for less fortunate people and taught me useful information at the same time. I'm proud of myself and very grateful for the class as a whole because of the money that the rest of the class and I raised. If I had done this alone, I'd never have been able to raise over \$200, and certainly not \$3,500.

Also I think that this was an excellent lesson in teamwork. Like I said, alone I could never raise that much money, and I don't think anybody else in the class could either. Everyone was needed to raise that much money, and so I am thankful for the rest of the class.

For all of these reasons, I think that service learning is an excellent project, and that nothing should be changed about it.

Sincerely,

Dear Mr. Miller,

I learned how to make a spread sheet and database. I have made a spread sheet at home for my weekly chores. It really helped me keep track of my chores and made sure I got paid. It also helped me to know how to work a spread sheet so I could make it.

I feel good about myself because I made a difference in someone's life. I would like to keep some of the books, but if I did I would be ruining someone's reading and learning chance. I also feel great because I got the books for someone when that person couldn't go out to get them.

I think that the books will help them get better and learn because some of the books will cheer them up and some are educational.

I was amazed at how much money we made. I now realize that a little thing can go a long way. If you do this again I think that you shouldn't do anything thing because I learned alot and hade fun.

Sincerely,

Dear Mr. Miller,

When I went to get the books, and now looking at the books in the class, I really want some of them. Then I realized that what we did was truly great, and I know that the books will be deeply loved by all the children. Even though I would like them a lot too, I would read it once or twice and that would be it.

At the House though new children come in all the time, and many people are there at a time, so the books will get used a lot more than if I just had them. Also, they can't just go out to a bookstore and buy some books like we can.

We also learned a lot by doing this. We learned how to use Spreadsheets and databases. We also learned how to type a business letter.

Doing this service learning project was both a Mitzvah (a mitzvah is a good deed) and a good way to learn. I think what we did was great, and is going to be deeply appreciated.

Sincerely,

Appendix F

The following pages are
examples of flyers, spreadsheets, databases, letters and
certificates that were developed and Used
in the fifth grade service learning project cited
earlier in this paper

This is an example of a flyer used to invite sponsors, administrators & others to the service learning celebration at the end of the project

84

You Are Invited

Please join the students of
Mr. Miller's 5th grade class
as they celebrate the conclusion
of their service learning project.

Tuesday June 2, 1998
Meadowbrook Elementary
Cafeteria, 3:00 P.M.

The students will be thanking the
people who sponsored them during
the read-a-thon, and will present the
new books they purchased to the
Shriners Hospital for Children.

This is an example of a flyer used to invite sponsors,
administrators & others to the service learning
celebration at the end of the project

85

Let's celebrate

Please join us as we celebrate our
success in our service learning
project.

The students of Mr. Miller's fifth
grade class have completed their
read-a-thon to benefit the school at
the Ronald McDonald House of the
Twin Cities

On Friday March 26
at 2:30 P.M.

We will be thanking our sponsors and
presenting The Ronald McDonald
House with some special donations
that we earned through our efforts.
We would be honored if you would
join us for this special event.

This is a sample of a spreadsheet used by the teacher to track the amount earned by the entire class during the service learning project

	A	B	C	D	E
1	Student's Name	Total Pledge / Book	One time Pledge	# of Books Read	Total \$ Earned
2	Peter	6.5	15	13	99.5
3	Bezel	0.75	20	24	38
4	Ashley			27	0
5	Sarah	19		4	76
6	Steven	29.55		16	472.8
7	Shawn	5.25		10	52.5
8	Joe	10.5	10	10	115
9	Nathen	3		0	0
10	Abby	4.75		30	142.5
11	Matt	4	25	30	145
12	Jon	21	20	18	398
13	Emily	6.6		29	191.4
14	Andy	3.6		7	25.2
15	Lauren	3.1	35	30	128
16	Mackenzie	10	5	11	115
17	Leah	4.41	15.25	10	59.35
18	Tim	5.5	10	10	65
19	Mason	6		15	90
20	Jon	3.5	60	9	91.5
21	Stephan	8.55		7	59.85
22	Kat	20.75	5	23	482.25
23	Mollie	7.71		25	192.75
24	Sam	7.35	45	25	228.75
25	Katelyn	10		5	50
26					
27					3318.35

This is a sample of a student spreadsheet developed to track each individual's earnings during the service learning project with fifth graders

87

Account Balance for Service Learning Read - A - Thon

	A	B	C	D	E
1	Pledge Name	Amount Per Book	# of books read	1 Time pledge	Total Pledge
2	Joyce K			\$5.00	\$5.00
3	Jeane K	\$0.50	30		\$15.00
4	Mary H			\$5.00	\$5.00
5	Ross T H			\$5.00	\$5.00
6	Linda L	\$1.00	30		\$30.00
7	Matt K			\$5.00	\$5.00
8	Adam F	\$0.25	30		\$7.50
9	Tony B	\$0.50	30	\$10.00	\$25.00
10	Ben D	\$0.10	30		\$3.00
11	Beth & Amanda D	\$0.50	30		\$15.00
12	Jeunie & Richard S	\$0.50	30		\$15.00
13	Pat L	\$0.10	30		\$3.00
14	Mary H	\$0.20	30		\$6.00
15	Karl H	\$0.10	30		\$3.00
16					\$0.00
17					\$0.00
18					\$0.00
19					\$0.00
20					\$0.00
21					
22	Total Earned				\$142.50

This is a sample of a book database developed to record the books read by students during the service learning project

88

Title	Author	Pages	Summary
Four Miles to Pinecone	Hassler, Jon	116	This story is about a kid that is 16 and he works for a grocery store. One night when he is closing the store his friend robs it and he knows it.
A Wrinkle in Time	Engle L', Madeleine	211	A story with a lot of weird and of in space things. It has people who change into animals from other planets.
Door in the Wall, The	Angeli De, Marguerite	121	This story is about the boy named Robin and his adventures.
Babe the Gallant Pig	King-Smith, Dick	118	The story about a pig that is won by a farmer and he herds sheep.
What Jamie Saw	Coman, Carolyn	126	The story is about what Jamie saw was his brother throw his baby sister.
Bernie Entertaining	Bograd, Larry	101	The story is about a person named Bernie and his dream to be an astronaut and his other adventures.
Voyage of the Dawn Treader, Lewis, C.S. The		211	The Story is about the adventures of a ship called The Dawn Treader. In the beginning the old kings and queens fall into the ship threw a picture.
Maniac Magee	Spinelli, Jerry	179	The book is about a boy who's parents die and he runs away into a black neighborhood and gets the name Maniac because he break a lot of records and is known to be very brave. Also a black family adopts him they are the Beale's.
Attaboy Sam	Lowery, Lois	1??	It was a book about a boy named Sam who did some crazy things!

This is a sample of a database to record the sponsors
for each student, and the amount they pledged

Pledge Record

Student Name

ame	Amount Pledged	Phone Number	Address
S., Tony	.50/10.00 total	xxx-xxxx	xxxx Westchester cir. xxxxx
D., Ben	.10	xxx-xxxx	xxxx Westchester cir. xxxxx
D., Beth & Amanda	.50	xxxxxxx	xxxx Westchester cir. xxxx
E., Adam	.25	xxx-xxxx	xxxx Olson Hwy. xxxx
L., Karl	.10	xxx-xxxx	xxxx Westchester cir. xxxx
L., Mary	5.00 total	xxx-xxxx	xxxx Blaisdell Ave. xxxx
L., Mary	.20	xxx-xxxx	xxxx Westchester cir. xxxx
C., Jeane	.50	xxx-xxx-xxxx	xxxx Galtien St. Roseville xxxx
C., Matt	5.00 total		xxxx Madison, Wisconsin xxxx
.., Linda	1.00	xxx-xxxx	xxxx Olson Hwy. xxxx
.., Pat	.10	xxx-xxxx	xxxx Westchester cir. xxxx
R., Hawlet	5.00 total	xxx-xxxx	xxxx se 8th St. Mpls. Mn xxxx
S., Jeunie & Richard	.50	xxx-xxxx	xxxx Westchester cir. xxxx
S., Matt	.25	xxx-xxxx	xxxx Olson Hwy. xxxx

This is a sample of the letter to inform the parents and friends of the students about the service learning project

Service Learning 1998

Dear Friends and Families of Meadowbrook Students,

Mr. Miller's 5th grade class is conducting a service learning project to raise money for The Shriners Children's Hospital of the Twin Cities. The money raised will go towards buying books for the hospital's new library.

The 75 year old Shriners Hospital provides high quality medical care for children from birth to the age of 18 who have orthopedic disabilities, and does so at no cost to their patient's families. The hospital itself operates entirely on donations and fund raising. It serves children from the upper Midwest and parts of Canada who have disabilities such as Cerebral Palsy, spine deformities, foot, hand, and arm deformities, Spina Bifida and Rickets. The patients at the hospital usually have a stay of between a couple of days and six months. Although there are many activities for the children to do during their stay, reading is always a favorite one. Until recently, there has not been a library in the hospital, and even now that there is one, the supply of books remains limited. The books we buy and donate to the hospital will be a welcome addition to their collection, and will bring joy to the children they serve.

Service learning is a concept that involves students in projects that allow them to serve their community while at the same time learning, and applying what they have learned in school to their service experience. For the students in our class, we will be integrating our reading program, computer technology, and our health curriculum into our the raising project.

For this fund raiser, the students will be participating in a two month long READ - A - THON. Students will be seeking out people they know who are willing to sponsor them through a pledge for each book they read. The more books they read, the more money the class will raise and the more books we will be able to buy and donate to the Shriners Children's Hospital.

During the project, students will be learning how to create and use a computer database to keep a record of the books they read and the people who pledge them. They will also be using the computer to create a spreadsheet to track the amount of money they are raising. The books they will be reading are from a list that ties directly into the reading curriculum. The health unit "Bones and Muscles" will give the students insight to how human bodies are supposed to work and how some of the hospital's patients are affected by various disabilities. Finally, the students will be keeping a daily journal about their experiences throughout the project.

Your support and cooperation in our project will not only help provide our students with a wonderful experience, it will also help them achieve their goals, and at the same time it will touch the lives of children in our community.

Sincerely,

Mr. Miller's 5th Grade Class - Meadowbrook Elementary School

This is a sample of the pledge worksheet that students in the fifth grade used to record the pledges they obtained during the service learning project. This information was then entered into the student's database and spreadsheet.

Pledge Record

1. Name: _____
Phone Number: _____
Address: _____
Amount Pledged Per Book: _____
Sponsors Signature: _____

2. Name: _____
Phone Number: _____
Address: _____
Amount Pledged Per Book: _____
Sponsors Signature: _____
3. Name: _____
Phone Number: _____
Address: _____
Amount Pledged Per Book: _____
Sponsors Signature: _____

This is an example of the letter students wrote as a part of the service learning project at fifth grade. These letters satisfied one of the Minnesota performance packages at this grade level.

February 4, 1999

Katherine S.

xxxx Janalyn Circle

Minneapolis , MN xxxx

William S.

xxx Janalyn Circle

Minneapolis, xxxx

Dear Mr. S.,

Thank you for your support and your pledge. It was very kind of you to donate your money to the Ronald McDonald House.

The Ronald McDonald House is a place for families to stay with children that have life threatening illnesses. The house was founded by the NFL Eagles player Fred Hill and in 1974 McDonalds began raising money for the house and took on the name. In 1979 the Minneapolis house started. The Minneapolis house has 30 family apartments and provides services for kids from the age of 1-18.

My class is earning money to buy books for the library at the house ,for the kids to use.

Also, we are having a celebration sometime this spring, which you will later get an invitation to, with more detail. Thanks again.

Yours Truly,

Katherine S.

This is an example of the letter students wrote as a part of the service learning project at fifth grade. These letters satisfied one of the Minnesota performance packages at this grade level.

March 23, 1999

Lauren M.

xxxx Sunset Ridge
Minneapolis MN xxxx

Vicki M.

xxxx 9th Av. N.

Minneapolis MN xxxxx

Dear Mrs. M.,

Thank you for your support and pledge. In my class we're doing a read-a-thon for the Ronald McDonald house.

The Ronald McDonald house is a place for families to stay if their child has a life threatening disease. They provide housing, food, and activities for the kids. They have the housing by hospitals for them to go.

Your money is going to the Ronald McDonald houses school for the children. We are going to buy books for them. You will soon be invited to a celebration that we will be having in the spring where we will be donating the books to the house. I am thankful for your time and money.

Sincerely,

Lauren M.

This is an example of the letter students wrote as a part of the service learning project at fifth grade. These letters satisfied one of the Minnesota performance packages at this grade level.

January, 26 1999

Matt K.

xxxx Olson Hwy.

Minneapolis, MN xxxx

Linda L.

xxxx Olson Hwy

Minneapolis, MN xxxx

Dear Mrs. Linda L.,

Thank you for your pledge for my service-learning project. Your contribution was a great help.

The money you are contributing will go to the Ronald McDonald House. The Ronald McDonald House is a place where children with life threatening diseases can go and stay. The children's families stay at the house, too. There are currently 33 rooms which are all occupied.

We are going to buy books for the school at the House with the money you are donating. The school there is for the ill children and their siblings. The school is just starting so they don't have very many books right now, which is why we are going to buy books for them. We will be having a celebration in March to donate the books we are able to buy. You will be receiving an invitation to this celebration in the near future.

Sincerely,

Matt K.

This is a sample of a letter to the local news station to inform them of the service learning project work, and to invite them to recognize the student's efforts.

Dear KARE 11 News,

I am a fifth grade teacher at Meadowbrook Elementary School in Golden Valley (part of the Hopkins District). Recently my students completed a service learning project to benefit the Schriners Hospital for Children's new library. The project involved the students in a six week read-a-thon where they obtained pledges, and then read as many books as they could for the six weeks. During the project they also learned how to track the money they were earning through the use of a spreadsheet, and they recorded the books they read by using a database. We also incorporated health and science lessons into the project by studying human bones and muscles, as the Schriners Hospital specializes in this area.

To kick off the project, a representative from the Schriners Hospital came to our classroom to show us some of the prosthetic limbs they use and to tell us about their work.

The students read a lot of books and obtained enough pledges to raise \$3,305.34. This project was an overwhelming success!

On Tuesday June 2, at 3:00 P.M. in the Meadowbrook Elementary Lunchroom, my students and I will be hosting a celebration to thank the people who sponsored us, and we will be presenting the Schriners Hospital with over \$3,00.00 in newly purchased books and supplies for their library.

The Schriners Hospital provides services to children with disabilities at no charge to their families. Until recently they have had a very limited supply of reading materials for the children they serve.

We would be honored if your station would attend and cover our celebration on the 2nd of June.

Sincerely,

Steve Miller Fifth Grade Teacher

988-5066 Meadowbrook Elementary - 5430 Glenwood Av. Golden Valley

THIS IS AN EXAMPLE OF A CERTIFICATE THAT MAY BE USED
all of the people who sponsored the fifth grade students
in the service learning project

Certificate of Appreciation

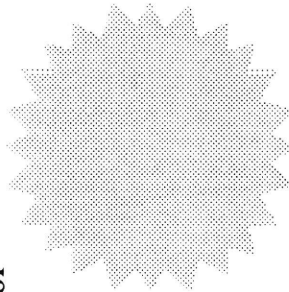
We hereby present

insert name field here

with this Certificate of Appreciation, in recognition of your support
and contribution towards our service learning project - the read-thon
to benefit the school at the Ronald McDonald House for
Children

I read 28 books, and with your help I was able to raise a total of

\$ 311.00



Student

Steve Miller
Classroom Teacher

Appendix G

The following pages are examples of forms that can be used to help a teacher gather information about problems in the community, resources available to them, and organizations in need of services.

There are also forms that can be used to help the teacher plan a service learning project, and integrate their curriculum

TAKING ACTION IN OUR COMMUNITY

Step one: *Think about the local problems*

Problem areas in our community -- a list:

Step two: *Identify what you know*

Problem -- select one:

The cause

Who is helping

Ways we can help

Step three: *Find out more*

What do we need to know?

How can we find out?

Step four: *Action Plan*

Who needs to do what by when. Make tasks specific.

Who

What

When

Resources

Goal:

99

What is
the problem? →

Who can
help? →

What can
we do? →

Next
step? →

Service Learning in Action!

Grade level _____

PLANNING FOR SERVICE LEARNING

CONTENT - LEARNING ABOUT:

CURRICULUM CONNECTIONS

[] Language Arts

[] Social Studies

[] Mathematics

[] Science

[] Art and Music

☐ Other

SKILL DEVELOPMENT:

•

•

•

1

COMMUNITY CONTACTS:



SERVICE IDEA:

PREPARATION

ACTION

REFLECTION

FOLLOW-UP NEEDED:

ACTION PLAN

Name _____

School/Community _____

101

1) Vision: (the best you can imagine)

2) Goal(s): (specific & measurable)

3) Key Players to Engage:

4) Activities: (what's necessary to reach the goal?)

5) Timetable: (what's to be accomplished when?)

6) Potential Barriers to Achievement:

7) Alternative Responses:

8) Resource Alternatives: (time, money, people)

10) Measures of Achievement:
Minimum -

Satisfactory -

Excellence -

9) Evidence of Achievement: (How will you know if it's been successful?)

CELEBRATE! (Decide when, how, and with which players)

COMMUNITY RESPONSE FORM

Agency Name _____

Address _____

Phone _____

Contact person completing this form _____

Teacher/Class _____

Date of Visit _____

Purpose of Visit _____

Please respond to these questions to help us better meet your agency needs, and to assist us learn from today's service experience.

- Describe how your agency benefitted from our visit:
- What suggestions do you have for future visits or interactions:
- What service needs do you have that our students could assist with in the future:
- What did you and others at your agency learn about children and our school that you may not have known before:
- Additional comments are most appreciated.

Thank You! Please return this form to the teacher listed above at:

PERSONAL INVENTORY

Interests, Skills and Talents-- we all have them. What are they?

★ *Interests* are what you think about, and what you would like to know more about, for example outer space, popular music, or a historical event like the Civil War. Are you interested in animals, the movies, mysteries, or visiting faraway places? Do you have something you collect?

★ *Skills and Talents* have to do with things you like to do, or that you do easily. Is there an activity you like to do, or a favorite subject in school? Do you sing, play the saxophone or study ballet? Do you know languages besides English? Can you cook or keep a garden? Do you prefer to paint a picture or play soccer? Any special computer abilities?

You can use your interests, skills and talents to make the world a better place!

★ *Interests* I like to learn and think about ...

★ *Skills and Talents* I can ...

★ *Being helpful* Describe a time when you helped someone.

★ *Receiving help* Describe a time when someone helped you.

Service Learning in Action**COMMUNITY CONTACT INFORMATION**

Name of Agency: _____

Key Individual: _____

Address: _____

Phone/Fax/E-mail: _____

Location: _____

Service Needs: _____

Learning
Opportunities: _____

Date Contact Made _____ By _____

Follow-up information:

*Service Learning in Action***SCHOOL CONTACT INFORMATION**

Name of School: _____

Key Individual: _____

Address: _____

Phone/Fax/E-mail: _____

Location: _____

Service Interest: _____

_____Student Population:
Grades/Ages _____

Subject(s) _____

Other information _____

Date Contact Made _____ By _____

Follow-up information:

References

- Alliance for Service Learning in Education Reform.
(May, 1993) Standards of Quality for School-based Service Learning.
- Bhaerman, Robert, Cordell, Karin & Gomez, Barbara.
(1998). The role of service learning in educational reform. Needham Heights: Simon & Schuster.
- Carin, R. W., & Kielsmeier, J. C., (Eds.). (1991).
Growing Hope: A Source book on Integrating Youth Service into the School Curriculum. National Youth Leadership Council.
- Checkoway, B. (1996). Combine service and learning on campus and in the community. Phi Delta Kappan, 77 (9), 600 - 606.
- Conrad, D., & Hedin, D. (1991). School-based community service: What we know from research and theory.
Phi Delta Kappan, 743-749.
- Giles, D., Honnet, E. P. & Migliore, S. (Eds.).
(1991). Research Agenda For Combining Service and Learning in the 1990's. Raleigh: The National Society for Internships and Experiential Education.
- Gomez, B. (1996). Service-Learning and School-to-Work Strategies for Revitalizing Urban Education and Communities. Education and Urban Society, 28,2 160-166.
- Gulati-Partee, G., & Finger, W. R. (Eds.). (1996).
Critical Issues in K - 12 Service Learning. Raleigh: The National Society for Experiential Education.

- Honnet, E. P. & Poulsen, S. J. (Eds.). (1989). A Wingspread Special Report: Principals of Good Practice for Combining Service and Learning. Racine: The Johnson Foundation.
- Kinsley, C. W. (1993). Community service learning as a pedagogy. Equity and Excellence in Education, 26 (2), 53-59.
- Kraft, R. J. (1996). Service - learning: An introduction to its theory, practice, and effects. Education and Urban Society, 28, (2), 131-159.
- Nathan, J., & Kielsmeir, J. (1991) The Sleeping Giant of School Reform. Phi Delta Kappan, 739-742.
- Scales, P.C. & Blyth, D. A. (1997). Effects of service learning on youth: What we know and what we need to know. Generator, Journal Of Service Learning and Service Learning, 17, 6-9.
- Scales, P.C. (January 1999). Does Service Learning Make a Difference? Search Institute's Source, xv, 1-3.
- Schine, J., (Ed.). (1997). Service Learning. Chicago: The National Society for the Study of Education.
- Shumer, R., (1993). Executive Summary. Describing Service Learning: A Delphi Study. Unpublished manuscript.
- Shumer, R. (July 1993). Describing Service Learning: A Delphi Study Minneapolis: University of Minnesota, Department of Vocational and Technical Education.

Shumer, R. (May 1992). Service Learning and the Power of Participation: Schools, Communities, and Learning. Minneapolis: Minnesota, Department of Vocational and Technical Education.

Stanton, T. K., (1990). "Service Learning: Groping Toward a Definition," from Jane C. Kendall & Associates, Combining Service and Learning. Raleigh: The National Society for Internships and Experiential Education.

Stanton, T. K., Giles D. E. Jr., & Cruz, N. I., (1999). Service Learning, A Movement's Pioneers Reflect On Its Origins, Practice, and Future. San Fransisco: Jossey-Bass